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ABSTRACT

The Department of Education's Academic Excellence Program, which focused on implementation and dissemination of information on effective bilingual education programs, is reported and evaluated. The project's goal was to understand the processes and activities that support successful marketing, adoption, implementation, and sustainment of practices that result in effective education for limited-English-proficient (LEP) elementary and secondary students. An introductory chapter gives an overview of federal involvement in bilingual education in general and the Academic Excellence Program in particular, and describes the study and report. The second chapter describes the nine original programs and the nomination and review processes. The programs have diverse designs, characteristics, and objectives, including target populations (Alaskan and Native American, LEP, limited-Spanish-proficient, gifted/talented, parents, non-English-proficient, English-fluent), grade levels, goals (English language arts, computer-assisted instruction, computer literacy, achieving creative and academic potential, parent participation, native language development, literacy, self-esteem), subject areas, methodologies, and geographic locations. The third chapter details the selection of sites and process of implementation. Chapter 4 discusses the importance of the Academic Excellence Program and dissemination of program information. A concluding chapter assesses the design of the overall program as a federal strategy for educational improvement. Contains 27 references. (MSE)

ED 370 440

THE TITLE VII ACADEMIC EXCELLENCE PROGRAM:

Disseminating Effective Programs and Practices in Bilingual Education

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THE TITLE VII ACADEMIC EXCELLENCE PROGRAM:

Disseminating Effective Programs and Practices in Bilingual Education

1994

Choya L. Wilson
Patrick M. Shields
Camille Marder

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I. INTRODUCTION

This document represents the results of our evaluation of the Academic Excellence Program, focused on the successful dissemination and implementation of effective bilingual education programs. We examined such efforts with data gathered from reviews of pertinent program documents, interviews with the directors of the Academic Excellence projects, and a telephone survey of a representative sample of adoption site personnel from all of the nine original grants. The goal of this study is to understand the processes and activities that support the successful marketing, adoption, implementation, and sustainment of practices that result in effective education for limited-English-proficient (LEP) students.

In this introductory chapter, we first give a very brief overview of federal involvement in bilingual education in general, and the Academic Excellence Program in particular. We then list the goals and research questions that motivated this study. Following this, we describe the study design. We then present a model of dissemination practice that both incorporates our literature review and presents the framework from which we view the grantee and adoptee activities we evaluated. Finally, we provide an overview of the rest of the report.

Context and Goals of the Study

The federal government's attention first focused on bilingual education with the passage of the Bilingual Education Act of 1968 as an amendment to Title VII of the Elementary and Secondary Education Act (ESEA). Local responsibility to provide special language services to LEP students was made explicit in a memorandum issued by the Office for Civil Rights in 1970. The 1974 *Lau v. Nichols* decision upheld the requirement that districts provide bilingual services to its students. And in 1991, the Office of Civil Rights again brought local attention to bear on meeting the needs of language minority students with its National Enforcement Strategy (U.S. Department of Education, 1991).

Currently, Title VII, Part A of the Elementary and Secondary Education Act supports six

types of education programs for LEP students: transitional bilingual education (TBE), developmental bilingual education (DBE), special alternative instruction (SAI), the Academic Excellence Program, the Family English Literacy Program, and the Special Populations Program. The Academic Excellence Program component was authorized in 1984 to identify exemplary bilingual education practice and to provide support to these sites to disseminate their effective practice. Three types of bilingual education programs are eligible to receive Academic Excellence Program funds to disseminate their practice:

(1) **Transitional bilingual education programs (TBE)**, which provide structured English-language instruction and, to the extent necessary to allow a LEP child to achieve competence in English, instruction in the native language of the child. Such instruction shall to the extent necessary be in all courses or subjects of study which will allow a child to meet grade promotion and graduation standards.

(2) **Developmental bilingual education programs (DBE)**, which provide structured English-language instruction as well as instruction in a non-English language. DBE is designed to help LEP children achieve competence **both** in English and a second language while mastering subject-matter skills.

(3) **Special alternative instructional programs (SAI)**, which provide structured English-language instruction along with special instructional services that will allow a LEP child to achieve competence in the English language and to meet grade promotion and graduation standards. These programs are neither transitional nor developmental and no native language instruction is required.

The Bilingual Education Act was reauthorized in the Hawkins-Stafford Educational Amendments of 1988 (P.L. 100-297) with the next reauthorization due in 1994.

According to the federal regulations established for the Academic Excellence Program in 1987, state departments of education or the Program Effectiveness Panel (PEP) of the National Diffusion Network were given formal authority for the identification and nomination of these exemplary programs. Once a program received state nomination or PEP validation, it became eligible to apply for the Academic Excellence Program. The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) then examined

the pool of exemplary programs that had applied and selected those that best fit the selection criteria established by OBEMLA. These programs then received grants with the purpose of enabling grantees to move beyond the development of programs of instruction for LEP students to a concerted effort to disseminate effective practices. These funds are earmarked exclusively for dissemination activities, **not** for the provision of direct instructional services to students.

The intent of this current study was to evaluate the progress of the Academic Excellence Program since its first cycle of funding to nine exemplary programs. This evaluation has had the charge of providing the U.S. Department of Education with independent verification of the number of adoptions that have occurred since 1988 as well as information on the success of the original nine models and their adoption sites, with particular attention to the processes of dissemination and implementation of these models.

The goal of this evaluation has **not** been to compare the relative efficiency of alternative models of bilingual education. Rather, we sought to examine and describe the processes and activities undertaken by the staff of these projects to extend their exemplary practices to additional sites. In short, this is a study of how best to export "success."

Overview of the Study Design

The goal of this study has been to examine the processes of dissemination, adoption, implementation, and institutionalization of the Academic Excellence Program. Research questions have focused on gaining a better understanding of these processes in four areas: the route from state nomination to the Academic Excellence Program to actual funding for the dissemination plan; the activities engaged in to advertise programs and to develop expertise at the adoption sites; adoption site personnel's activities to select and implement an Academic Excellence Program, including their perceptions of the adequacy of the training and assistance received and the difficulties and successes they have experienced. Finally, we have examined the strategies employed and lessons learned in the successful dissemination of effective bilingual programs. Exhibit 1 provides a list of the research questions.

Methodology

We designed this study to answer these research questions, drawing on both quantitative and qualitative data from four sources. Table 1 shows the relationship of the research questions to each of the data sources.

(1) **Literature Review**. Our first data collection activity was a review of the literature on the dissemination of programs of bilingual instruction since 1980 (Wilson, 1991). During the analysis phase of this study, we reviewed additional articles on evaluation issues in bilingual education and on program dissemination in general.

(2) **Review of the Applications of the Academic Excellence Program Awardees**. We reviewed the applications of the nine first cycle awardees during September and October 1991. The applications gave us preliminary information about each program's goals, target students, and underlying theoretical frameworks. In addition, we gained information about the qualifications and expertise of project staff and their plans for marketing the programs, preconditions for adoption, and training and assistance activities for adoptees. Evidence of the original program's effectiveness in educating LEP students was also provided, primarily in the form of test scores from assessment conducted by program staff and/or independent evaluators.

(3) **Semi-Structured Telephone Interviews of Grantees**. Once we understood the programs as originally designed, we conducted telephone interviews with the grantees themselves to gather further information (October 1991). These directors were most often the persons who had served as the leaders in developing the original instructional programs and had taken on new roles as disseminators of the projects. We asked about the nomination processes they each underwent to receive state nomination and become eligible for the Academic Excellence Program competition, the history of and rationale for the program, the evaluation process, the overall dissemination plan, including the types of training and monitoring, as well as how the program has progressed to date. Finally, we probed future plans, including dependence on federal funds and lessons learned about the dissemination of bilingual education programs. We also requested and received from each grantee a list of adoption sites and contact persons.

Exhibit 1
RESEARCH QUESTIONS

1. What information is provided in the applications for the Academic Excellence Awards?
   - Has the grantee provided a clear description of the instructional model including key program components?
   - In the 1991 application, what was the State Education nomination process approved by the Chief State School Officer?
   - How significant or compelling was the evidence of model effectiveness submitted in the 1991 application?
   - What dissemination strategies were described by the grantee in the management plan and performance objectives?

2. Over the course of 4 years, what have been the grantees' actual dissemination activities?
   - How did the grantee market the model (e.g., conference, individual contact, other advertisement)?
   - What outreach dissemination materials did the grantee develop, if any? How effective were these materials?
   - What is the market potential of this model for use with other LEP populations? How cost effective is this model to adopt?
   - How many adoptions have been claimed by each grantee? What evidence of adoption does the grantee have? Where are these adopting sites?
   - Was the entire model adopted, or only some portion of it? In the latter cases, does the grantee know the circumstances or reasons for partial adoption?
   - How much training and technical assistance did the grantee provide to the adopting school district?
   - Does the grantee request or receive evidence from the adopting school district on how successfully the adoption has been carried out?

3. How have LEAs adopted and implemented the Academic Excellence Models?
   - Has the model been adopted in its entirety? If not, what factors influenced the adoption of the specific components used? What was not used and why? What major problems did the adopting LEA encounter in adopting the project?
   - Does the adopting LEA have compelling outcome data on the model as locally implemented, such as test scores or graduation rates? At what stages of the project implementation have evaluations been planned and/or conducted?
   - How satisfied is the LEA with the grantee's assistance in the various stages of adoption of the model: instructional program and materials, teacher training and technical assistance?
   - How satisfied is the LEA with the model? Will it be continued? Are there concrete plans to expand the model to other schools in the district?

4. What general, overarching lessons can be learned from both the exemplar projects and the LEA adopting sites?
   - Have certain dissemination strategies been more effective than others? What are the characteristics of such strategies?
   - Have certain models been more successfully adopted than others? What are the characteristics of these strategies?
   - What are the characteristics of local adoption techniques that lead to more or less successful implementation?
   - What part of the exemplary program is the easiest (and the most difficult) to implement in the adopting sites?

Table 1
RELATIONSHIP OF RESEARCH QUESTIONS TO DATA SOURCES

Research Questions	Literature Review	Grantee Record Review*	Grantee Telephone Interview	Adoption Telephone Survey
1. Original Grantee Program				
• Goals, methods, key components		X	X	
• Claims of effectiveness		X		
• State nomination process		X	X	
• Overall dissemination plan		X	X	
2. Grantee's Actual Dissemination Activities				
• Marketing/outreach activities/materials		X	X	X
• Effectiveness of grantee's dissemination materials/activities		X		X
• Market potential with other LEP populations		X	X	X
• Cost effectiveness of this model		X	X	X
• Number of adoptions, location			X	
• Degree of adoption: full, adapted, expanded			X	X
• Training and technical assistance provided		X	X	X
• Grantee evidence of adoption outcomes			X	X
3. Adoption and Implementation of Academic Excellence Program Models				
• Factors influencing adoption of specific components			X	X
• Problems adopter encountered in adopting			X	X
• Compelling outcome data			X	X
• Evaluation plan/schedule		X	X	X
• Adoptee satisfaction with grantee assistance at various stages				X
• Adoptee's future plans in regard to the Academic Excellence Program				X
4. General Lessons, Future Plans				
• Certain dissemination strategies more effective than others? Characteristics of strategies.	X		X	X
• Certain models more successfully adopted? Characteristics of these models.	X		X	X
• Certain components/features more successfully adopted	X		X	X
• Activities of local adoptee that lead to more or less successful implementation	X		X	X
• Program components/features more successfully implemented	X		X	X

*Includes, in some cases, telephone conversations with SEA officials regarding the application process.

(4) **Telephone Survey of Adoption Site Personnel**. The fourth data collection activity involved a telephone survey of adoption site personnel (April - June 1992). Here we focused on five main areas: (1) characteristics of the site itself, including its goals for the adoption, grades and language minority populations served, other demographics; (2) initiation of the adoption—how the site first heard about the Academic Excellence Program, leadership of the adoption decisionmaking process, preconditions set, modifications made; (3) training and ongoing assistance and adoptees' perceptions of the effectiveness of these activities; (4) evaluation of the program as implemented at the adoption site, including outcomes measured, assessments used, and perceived areas of positive and negative program impact; and (5) overall lessons learned by and future plans of the adoptees, satisfaction with the Academic Excellence Program, areas of difficulty, and steps toward program continuance or institutionalization. A copy of this instrument can be found in Appendix A.

Sampling Strategy

For the purposes of this evaluation, we have focused on the nine projects that received Academic Excellence grants during the program's first funding cycle (1987-1990). A total of 19 projects currently exist. However, we selected this smaller sample with the rationale that these more mature programs would enable us to examine the full range of dissemination and adoption activities. The newer Academic Excellence projects may not have adoptions in place or have engaged in evaluation activities to the extent of the nine older projects. Even given this precaution, it should be noted that during the course of this study, we noted important differences within our sample between (1) the earlier Cycle 1 adoptions that began in 1987 and (2) the later, Cycle 2 adoptions that began in 1990. We discuss these findings in Chapters 3 and 4, where analyses have been conducted factoring in the age of the adoption.

At the end of our semi-structured telephone interviews with the nine grantees, we requested lists of their adoptions sites with the names of contact persons. From these lists,

we tallied 186 adoption sites (see Table 2, column a). We have defined each school setting as a site. For instance, if three schools within the same district adopted an Academic Excellence Program, we counted three adoption sites—even if the same person administered each school's program. Following this same logic, one school in which three classrooms had adopted a program would, for our purposes, be counted as one adoption site. The number of adoption sites changes if one uses as a definition the number of adoption site agreements signed. One agreement could be signed at the district level, for instance, that involved four or five schools. In fact, 95 adoption site agreements have been signed.

The budget for this evaluation precluded our conducting a universe survey. Across the nine projects, we sampled with certainty all adoption sites except those associated with AWP, which had 47 adoptions, and GOTCHA with 46. We sampled approximately one-third of the adoptions for these two projects. This sampling strategy yielded 123 adoption sites for our telephone survey (column b of Table 2).

The figures in columns c, d, and e show the outcomes of our contacts with our sample sites. We found that no program existed at 22 of the sites we telephoned. There were various reasons that no program was in place. In some cases, the adoption had not yet begun because it was dependent on having particular software or hardware in place. For example, some of the AWP adoptees were awaiting the IBM version of the program. In other cases, adoption had been terminated because a principal or other school administrator heading the adoption had departed, and no one else was prepared to continue with the adoption. In a few cases, no one at the school site had ever heard of the Academic Excellence Program about which we were inquiring. The program at one site was not considered to be an adoption because it differed so substantially from the original program. The key feature of the program was software targeted to grades 1-3, while this program was at the middle school and did not use the software.

Thus, the survey sample contained 102 sites (column d). Interviewers made contact with, but were unable to schedule or conduct interviews with, respondents during the survey period for 10 of these sites (column e), and interviews were conducted for 91 sites. Column f shows the distribution of the sites for which data were collected across programs.

To eliminate potential biases resulting from differences in sampling and survey response

rates, data needed to be weighted to represent the true number of sites for each program. With the exception of the AWP and GOTCHA programs, the true number of sites for each program was the same as the number of sites in the survey sample. However, for AWP and GOTCHA this was not the case because the original sample included only about one-third of the sites in the original universe. For these cases, we assumed that the original sample contained the same percentage of "no program" sites as the entire universe, and estimated the true universe size accordingly. These true universe sizes were used for weighting data, and are shown in column g of Table 2. Finally, we then analyzed survey results: (1) by **all** respondents; (2) by each of the nine programs separately; and (3) by age of the adoption—Cycle 1 (1987-1990) or Cycle 2 (1990-1993).

A Model of Dissemination

In our preliminary literature review (Wilson, 1991), we laid out a model of dissemination based on the literature available to us at the time. Through further conversation with researchers as well as with the grantees and adoptees in the Academic Excellence Program, and through continued search of the literature, we have developed a list of factors to be considered in assessing a dissemination effort. Before discussing these factors or components, we first note that some assumptions have to be made about programs in general and potential adoption sites in particular.

Assumptions Underlying Dissemination

Various assumptions underlie conceptions of dissemination (Shive & Eiseman, 1982) and without them, program adoption would not be possible. We examine here the notions of effectiveness, exportability, credibility, and local capacity.

The **effectiveness assumption** states that a distinction can be made between bilingual education programs that work for children and those that do not. It is believed that a program's claims of effectiveness can be demonstrated—most often through the use of standardized tests. According to the **exportability** assumption, programs can be transferred from one school site to another and still produce similarly positive results. Related to this is the assumption that enough of a program's key components can be exported to make the issue of fidelity a meaningful concern. The **credibility assumption** is based on the

argument that a program developed by teachers or other local school staff in a "real school" setting attains more credibility among other teachers and school practitioners than a program developed by researchers in a laboratory. Finally, the **local capacity assumption** expresses a faith that the training and assisting of staff will foster or nurture in them the ability to provide effective instruction to students on their own, free of the program developer or disseminator.

Components of Dissemination

We identify five areas to be addressed when examining the dissemination of an education program: grantee advance activity, characteristics of adoptees that support success, effective training, ongoing assistance/support to adoptee during program implementation, and advance planned evaluation.

Table 2

ACADEMIC EXCELLENCE PROGRAM ADOPTION SITES

Model Program	(a) Original Universe	(b) Original Sample	(c) No Program	(d) Survey Sample	(e) Program, But No Survey Response	(f) Survey Data Obtained	(g) Weighted N
AWP	47	16	5	11	3	8	32
CELL	26	26	3	23	1	22	23
CEMI	19	19	3	16	0	16	16
GOTCHA	46	14	4	10	1	9	34
PAT	6	6	0	6	2	4	6
PIAGET	7	7	0	7	1	6	7
PUENTE	12	12	1	11	0	11	11
SLICE	17	17	4	13	0	13	13
TNT	6	6	1	5	2	3	5
	186	123	21	102	10	92	147

Grantee's Advance Activity — The presence of certain features indicates the degree to which the approach to dissemination has been planned. First, funds earmarked specifically for dissemination can allow the grantee to focus on helping adoption site personnel without draining resources from the original program. Such monies can be used for marketing and recruitment strategies designed to increase awareness of the program. The grantee can also provide clear definitions of the program to be adopted as well as all of the terms associated with the program. Likewise, the roles and responsibilities of all adoption site personnel involved needs to be clearly articulated and even put in written form with the commitments of all parties spelled out. Finally, it is also in the grantee's best interests to solicit wide participation among site staff in the decision to adopt. Research shows that the involvement of especially those staff most likely to be affected by the program increases buy-in and facilitates implementation..

Adoptee Support for Innovation — At least four characteristics of personnel at the adoption site need to be examined. The first is an openness to innovation, an orientation that views reform positively. Secondly, some site-level capacities must be in place, including the ability to expend the energy necessary to put a new program in place. Concomitantly, personnel involved with the adoption must have some expertise in problem solving, including a tolerance for trial and error and the ability to resolve conflicts. Finally, adoption site personnel must be able to access resources to sustain the adopted program.

Effective Training — Enduring adoption requires teacher or implementer buy-in, "convincing teachers to abandon one set of materials or practices for another" (Shive & Eiseman, p. 37). In addition, trainers need to be knowledgeable about both the program content in particular and the effective instruction of adults in general. The training itself should allot an adequate amount of time to pass on the theoretical framework of the program to be adopted as well as to provide some hands-on interaction with the program in advance of using it in the classroom. Training on-site helps the teachers and other staff to tailor the program to their local needs.

Ongoing Assistance to Adoptee — An initial training session of a few days cannot suffice to give teachers and other staff the necessary grounding for program implementation. The more complex the program to be adopted, the more assistance needed

in implementing it. A distinction must be made between programs with materials and components requiring intensive training and staff development compared with programs that require only an introduction and perhaps some initial training.

Evaluation Strategy Planned in Advance — To be able to assess a dissemination, an evaluation plan must first be in place, preferably featuring some formative and summative components. An important advance activity (that can be undertaken by the grantee) is the establishment of a system to document all program activities—student achievement, student behavior, teacher activities, and the overall quality of the services delivered. This includes pre- and posttesting. Perhaps the major evaluation activity occurs in the grantee planning phase: making decisions about what to measure and with what instruments.

Organization of This Report

In the following chapter, we describe the nine original recipients of the Academic Excellence Program awards, including the route they took to receive state nomination. Chapter III focuses on the adoption site sample through the various stages of program implementation. In Chapter IV, we analyze the impact of Academic Excellence Program on schools and students. And finally, Chapter V presents our conclusions about dissemination in general as well as dissemination of bilingual education practice in particular.

II. THE NINE ORIGINAL ACADEMIC EXCELLENCE PROGRAM MODELS

In 1987, Academic Excellence Program funds became available to local education agencies (LEAs) to compete for awards to disseminate their exemplary bilingual education programs. Applicants had to provide evidence that (1) the bilingual program was in operation at a local site and (2) the program was effective. Nomination through either the state education agency (SEA) or the National Diffusion Network's Program Effectiveness Panel (PEP) validation sufficed as proof of the latter requirement. Nine projects were funded for a 3-year period beginning in 1987. These same projects received funding for a second 3-year cycle beginning in 1990. The number of adoptions per project ranges from 5 to 34 and the average number is 16.

In this section, for each of the nine original exemplary projects, we will describe: (1) the program of bilingual education that received state validation, focusing on what students, teachers, and/or parents received; and (2) the dissemination project that received the Academic Excellence grant, including the plans for outreach, training, monitoring and evaluation. We will then, in turn, describe the nomination processes through which each of the nine original models received the validation necessary to become eligible to compete for the Academic Excellence Program awards.

Descriptions of the Original Grant Programs

We have relied on the review of applications, information packets, and telephone interviews with the grantees to develop profiles of the nine programs for the compilation of these descriptions. This information is summarized for each project in Exhibit 2.

Two comments must be made about this section of the report. First, we make a distinction in the following descriptions between (1) the Academic Excellence **program**, which is the program of bilingual instruction that received state nomination or PEP validation, and (2) the Academic Excellence **project**, which focuses solely on activities to disseminate and implement the exemplary model (see the "Glossary of Terms"). Second,

these descriptions are based on data collected from the AEP grantees through document review and interviews. While conducting interviews with the adoption sites, we found some discrepancies between the projects as they were originally intended and the projects as they were actually implemented. We discuss these discrepancies further in Chapters III and IV.

1. ***Alaska Writing Project (AWP)***

The Instructional Program. AWP uses microcomputers to improve the academic writing skills of Native American bilingual students in grades 4-12. Students spend 27 minutes per day (135 minutes per week) using the AWP software. AWP is a synthesis of three educational innovations: (1) computers, (2) teaching writing as a process and (3) reading as a holistic activity and psycholinguistic approaches to reading. AWP research results support the use of computers to improve higher level reading and writing skills among bilingual LEP students.

Originally developed for use with Alaskan Athabaskan students, AWP is a grammar series with about 37 disks with 45 to 60 minutes of instruction on each. The series addresses the English skills that have proven troublesome for this population of bilingual students, such as verb tense (Athabaskan tense structure differs markedly from English). Another lesson teaches the use of prepositions because Athabaskan directionals and English prepositions differ so drastically. A lesson in which the story revolves around the exploits of two baby moose teaches the appropriate use of six homophone pairs frequently confused by Athabaskan students. Each lesson focuses on common areas of difficulty for Athabaskan students in settings that are familiar to Alaskan students: gold mining, the Iditarod sled dog race, a Yukon River summer fish camp, mammoth bones in a museum. The materials are in English and are also appropriate for students from Navajo Apache language backgrounds.

The Dissemination Project. AWP has five basic goals as a dissemination project: (1) outreach through awareness presentations, creation of brochures and information folders, development of videos, statewide mailing of information about AWP, and development of a one-credit course on AWP at the University of Alaska; (2) development of AWP software,

trainers' and administrators' manuals, and a teachers' handbook; (3) dissemination of information about AWP; (4) adoption training; and (5) evaluations of both the training sessions and the adoption sites.

The project staff originally gave sites the option of a Level I (similar to a partial adoption) or Level II or full adoption, but dropped the former by the second cycle. Once sites sign the written agreement, all participating teachers receive training, which consists of a 2-day staff development course focusing on theoretical backgrounds, the writing process, contrastive analysis, computer-assisted instruction with the AWP disks, modifying AWP for students' needs, and evaluation. Because of the distances to some sites, AWP staff conduct few on-site monitoring visits. A hotline has been established to maintain communication with the adoption sites. "We have a smaller amount of time for training than other Academic Excellence programs, but we do a lot of follow-up and training through the hotline."

Participants in the training evaluate each session. The second component of adoption site evaluation involves pretests of norm-referenced tests of reading comprehension and written expression/or language arts in the fall. The posttest is administered at least 9 months after full implementation. Student outcomes are evaluated on the basis of the "gap reduction model," which tracks the impact of bilingual education programs based on the extent to which the program reduced the gap between low-achieving bilingual students and the national norm.

2. ***Computer Education for Language Learning (CELL)***

The Instructional Program. CELL is a laboratory supplemental program for students in grades 1-6 with intermediate proficiency in English. The program is designed to improve students' English reading and language arts skills and increase their access to computer technology. The program uses appropriate commercial software and correlates it with classroom instruction in daily pull-out lessons. Students receive computer-assisted instruction in daily 30-minute sessions. The computers provide immediate feedback. Students exit the program when they become fully English proficient (FEP) as measured by achieving (1) at the 31st percentile on the CTBS, (2) fluency on the IPT, and (3) grade-level proficiency on the district examination.

Exhibit 2
PRIMARY CHARACTERISTICS OF THE NINE ORIGINAL ACADEMIC EXCELLENCE PROJECTS (1987-1990)

Program Name	Type of Bilingual Program	Target Population	Grade Level(s) Served	Program Goals	Subject Area(s)	Methods Used	Location of Demonstration Site
Alaska Writing Project (AWP)	Transitional Bilingual Education (TBE)	Alaskan/ Native American with functional proficiency	4 - 12	Improve academic and English language skills beyond functional literacy	Writing	Computer Software	Nenana, AK
Computer Education for Language Learning (CELL)	TBE	LEP	1 - 6	Increase LEP students' gains in English reading and language arts	English reading and language arts	Computer as a supplement, ESL skills	Irvine, CA
Computer Education for Multilingual Instruction (CEMI)	TBE	Limited Spanish Proficiency (LSP)	K - 3	Train teachers in computer-assisted instruction, skill development in Spanish, computer literacy for Spanish speakers, nurturing English as a second language	Spanish, English, computer literacy	Computer-assisted language learning	Gurabo, Puerto Rico
Galaxies of Thinking and Creative Heights of Achievement (GOTCHA)	TBE	Gifted LEP	1 - 8	Assist gifted LEP students in reaching full academic, creative, and personal potential. Develop English skills while keeping native cultures alive.	Critical and creative thinking in academics and arts	Individual and group projects, parent involvement	Ft. Lauderdale, FL

Exhibit 2 (Continued)
PRIMARY CHARACTERISTICS OF THE NINE ORIGINAL ACADEMIC EXCELLENCE PROJECTS

(1987-1990)

Program Name	Type of Bilingual Program	Target Population	Grade Level(s) Served	Program Goals	Subject Area(s)	Methods Used	Location of Demonstration Site
Parents as Tutors Program (PAT)	TBE	LEP Spanish K - 2 students and their parents	K - 2	Develop parent capacity to tutor children at home, increase parent involvement, increase student achievement, increase self-concept.	All	Training sessions throughout the school year with parents and teachers	Brownsville, TX
Promoting Intellectual Adaption Given Experiential Transforming (PIAGET)	TBE	LEP	K	Develop the English oral language and reading readiness competencies of LEP students. Develop parent capacity to instruct students at home.	Language arts communication mathematics science media arts self-awareness	Parent training use of Piagetian strategies with students	Bethlehem, PA
Project Puente Outreach—A Bridge Between Communities (PUENTE)	TBE	LEP Spanish- and English-speaking language minority students	K - 6	Primary language development, second language acquisition, sheltered English, discovery science, cooperative learning	(See program goals)	Training of school and district staff, heterogeneous classroom instruction, primary language instruction	Healdsburg, CA

Exhibit 2 (Concluded)
PRIMARY CHARACTERISTICS OF THE NINE ORIGINAL ACADEMIC EXCELLENCE PROJECTS

(1987-1990)

Program Name	Type of Bilingual Program	Target Population	(s) Served	Program Goals	Subject Area(s)	Methods Used	Location of Demonstration Site
Systematic Linking and Integrating of Curricula for Excellence (SLICE)	TBE	Non-English Proficient (NEP), LEP, and fluent English Proficient (FEP) students	Pre-K through 6	Develop solid language arts skills that could transfer for second language instruction Parent involvement Early intervention	English reading, ESL and sheltered English social studies, sheltered Spanish social studies, literacy and Spanish vernacular instruction	Staff development and curriculum planning, classroom management/ organization balancing English and Spanish instruction	Fremont, CA
Project Tradition and Technology—An Exemplary Approach to Curriculum Development Using Technology, Environment, and Culture	TBE	Native American LEP Students	K - 8	Develop students' literacy and fluency in English and Native American languages, Develop positive student self-concepts through an understanding of their cultures, Develop thinking and problem-solving skills, Develop positive attitude toward proficiency in technology	Reading Writing Native American oral traditions and history, technology	Curriculum development, transactional approach to reading and writing, inquiry methods	Peach Springs, AZ

The Dissemination Project. CELL staff engage in three major activities: (1) preparation and dissemination of awareness materials to districts nationwide, including informational brochures with response cards and a self-selection criteria sheet that asks the respondent to examine in depth the current bilingual practices in the client district, press release, articles submitted to journals, and information about scheduling visits to the demonstration site; (2) preparation and delivery of awareness presentations to groups of professionals and decisionmakers at relevant conferences and meetings; and (3) provision of training and materials to client districts.

After a formal commitment form is signed, teachers and lab technicians at the adoption site attend a full-day workshop. They learn about the theoretical framework of the CELL program, recordkeeping, student motivation, and the scheduling of activities, as well as how to diagnose and identify students through testing. Attendees also receive hands-on experience with the computers and software. Technical assistance consists of: (1) cooperative learning and peer coaching as post-workshop, on-site follow-through; (2) CELL handbook with information on all subjects covered during the workshop as well as references for additional help; (3) CELL project staff availability by telephone; and (4) follow-up visits by project staff.

Monitoring activities include a project staff visit to each site within the first 2 weeks of the adoption and then every 2 months thereafter. Staff on site keep a list of problems to be resolved and the project director talks with each site by phone before visiting. The project also has a newsletter to promote communication with the adoption sites. The evaluation has two parts: student performance and dissemination/training effectiveness. The adoption sites are required by contract to provide pre- and posttest data so that the grantee can analyze the effectiveness of CELL in a longitudinal manner. The individual sites conduct their own evaluations and send the information to the grantee, who, in turn, forwards the information to the outside evaluator. Evaluations of the dissemination and training activities seek the adopter's response to the awareness-level presentations, training, and time/task demands of the project. Project staff's observations are also analyzed.

3. *Computer Education for Multilingual Instruction (CEMI)*

The Instructional Program. This program serves limited-Spanish-proficient (LSP) as well as limited-English-proficient (LEP) students. It was developed in response to census data collected by the Puerto Rico Department of Education (PRDE) that showed that over 65 percent of students were not mastering basic Spanish skills and 75 percent were not mastering basic English as a second language. This problem was compounded by the constant influx of students arriving from the mainland. Traveling back and forth, students developed learning gaps in **both** languages. In other cases, children returning from the mainland spoke English, but very little Spanish. Because Spanish is the language of instruction in Puerto Rico, these students were not able to compete academically with their peers. Finally, the recent arrival of families from Haiti and the Dominican Republic with no knowledge of English made the development of some program of bilingual instruction imperative.

CEMI provides computer-assisted instruction in a laboratory setting for the development of language skills in both Spanish and English for K-3 students. The program has four components: (1) teacher training in computer-assisted instruction; (2) nurturing of English as a second language; (3) skill development in Spanish; and (4) computer literacy for children, which includes LOGO with Spanish software as well as the commercial English version to develop logical skills. Students spend 1 hour per week in computer-assisted instruction.

The Dissemination Project. CEMI's dissemination model has five stages: (1) initial contacts and networking—arranging or participating in NABE and computer conferences, distributing general information through awareness packets and bookmarks, hosting demonstrations and visits to review materials, and contacting potential clients through open houses, PTA meetings, and an interview on a radio show; (2) assistance to potential clients during the decisionmaking process—seeking school and district-level support and assessing needs; (3) technical assistance to clients during the training period—arranging for training, training the clients, securing materials, working with administrators, and providing support services; (4) assistance during the implementation process; and (5) follow-up activities, such as monitoring for fidelity of treatment, monitoring the data collection process, assisting sites

in conducting their evaluations of new practices, developing plans to support the continuation of new practices in the school sites, developing new potential users.

There are parent and teacher training components. Parents attend Saturday workshops and receive training in the use of computers and in meeting the requirements of the home reading contract with their children. The project director told us, "Some had been afraid to ask parents if they wanted to learn computers.... Parents have gotten involved and are now buying computers."

Project staff visit teachers three times in the first semester. Adoptions are monitored three times per year. "We look at the records and test scores. If they gave a workshop, we want a record. If they have a visit from the superintendent, the principal, etc.," a record is kept. They keep records of the number of students who come to the lab and how often. The adoption site also keeps track of equipment borrowed or repaired. A lot of self-monitoring takes place. Adoption site personnel keep "troubleshooting" checklists to discuss with CEMI staff when they arrive to monitor.

The evaluation of the CEMI project at the adoption sites consists of questionnaires about the managerial aspects of the adoption at the site, assessments of teachers' levels of computer literacy, assessment of students' skills using criterion-referenced tests on a pre- and posttest basis using a time series design, and assessment of parent involvement in the home reading contract with a parent/child questionnaire.

4. ***Galaxies of Thinking and Creative Heights of Achievement Program (GOTCHA)***

The Instructional Program. GOTCHA has been developed with Title VII funding as well as with Broward County (FL) grant monies to meet the needs of LEP students who are also gifted and talented. Students are identified for participation in GOTCHA on the basis of several assessments: (1) artistic ability as assessed through collecting samples of their work, teachers' referrals, and parents' observations and opinions; (2) creative ability as assessed on the Torrance Test (Figural) as well as students' work samples and teachers' and parents' observations and opinions; and (3) behavioral characteristics as assessed through teachers' opinions, cumulative record, and the Renzulli Checklist.

GOTCHA's overall goal is to assist LEPs in grades 1-8 in reaching full academic, creative, and personal potential. Instruction within the student's unique area(s) of demonstrated proficiency is expanded beyond that which is provided in a bilingual/ESOL program. The County's bilingual and gifted education departments have combined to create a program that aims to develop students' proficiency in English while keeping their native cultures alive. Students meet in 1-hour periods twice a week using ESOL methodology. They receive instruction that (1) reinforces skills taught in ESOL classes and (2) emphasizes critical and creative skills. GOTCHA also has a parent education model with over 200 activities and with components such as individual conferences, IEP writing, personal support and counseling, parent effectiveness training, behavior management, and values clarification.

The Dissemination Project. Project GOTCHA staff list six stages in their overall dissemination plan: (1) planning; (2) awareness; (3) selecting adopting schools; (4) training; (5) installation of the program; and (6) long-term follow-up and ongoing support. This includes interfacing with agencies both within and outside of the Department of Education. GOTCHA staff employ the following marketing strategies: (1) presentations at state and national conferences, e.g., TESOL, NABE, Gifted, Creative and Talented, Eastern Education Research Association; (2) awareness brochures and packets; (3) slide/tape presentations; (4) development of a 1/2-hour video. The project trainer told me that she sent awareness packets to "every single Title VII department in the country. That's how I got North Dakota."

GOTCHA staff keep the initial training to a minimum of 2 days because staff release problems arise after that. Their strategy then is to provide a lot of help on-site through site-based trainers as well as through communication with GOTCHA staff. Some of the training and technical assistance activities include: (1) an initial needs assessment of the site on which to develop training packets; (2) quarterly questionnaires; (3) telephone calls; (3) the training of "turnkey trainers" to provide inservice within the district; (4) a GOTCHA newsletter; (5) follow-up workshop videos; (6) answering requests by mail for materials, computer searches, and information packets; (7) personal letters to users, focusing on their particular needs; and (8) kits for teacher inservice.

The Multifunctional Service Center also provides GOTCHA technical assistance. A teacher's manual has also been developed to deal with problem of staff mobility. The manual is self-explanatory so that even if no one is available to provide inservicing, teachers new to the GOTCHA program can learn its basics.

Monitoring usually takes place through three avenues: (1) completion of a standard form that collects follow-up monitoring information; (2) visits to classes to observe and provide feedback; and (3) mail and phone contacts to assess how the program is progressing. Pre- and posttest data are collected on student performance as well as program performance in meeting standard objectives. Data was also collected on student attendance rates. Students' comments and evaluations of GOTCHA were collected. School site personnel administered a parent survey of GOTCHA in six languages. Teachers kept plan books of when lessons were taught with their own suggestions for ways to improve and alter the lessons. Quarterly and yearly questionnaires are also used to assess the program at the adoption site. Project staff aid adoption site personnel in evaluating their own programs, providing intervention feedback when needed.

5. ***Parents as Tutors (PAT)***

The Instructional Program. The main thrust of the program is to improve the academic achievement of LEP students through at-home tutoring activities that are demonstrated and facilitated by the parents. The three specific goals are: (1) to improve the child's academic achievement; (2) to enable clearer communication between the parent and the child; and (3) to empower the LEP/monolingual Spanish-speaking parent by offering him or her a means of aiding in the child's cognitive development through the use of his or her mother tongue. The targeted population is LEP, K-2 students and their parents.

Additional goals include: (1) motivating parents to come to the school through developing parents' self-images; (2) teaching young mothers and single parents how to be parents; and (3) teaching principals that parents can be an aid, not a hindrance. According to the current project director, the home-school relations problems are twofold. "It used to be that if a school called, it meant trouble. Schools also saw parents as busybodies."

Parents meet once a week for 3 to 4 hours over the span of 10 to 15 weeks and receive training in such topics as the development of positive self-images, instruction in the workings of elementary schools, children's homework, trends in education, and parent-teacher relations.

The Dissemination Project. There are six steps to the overall dissemination plan: (1) planning; (2) awareness; (3) selecting sites for adoption; (4) training; (5) implementation of the project at the adoption site; and (6) long-term follow-up and ongoing technical assistance. Project staff develop brochures, a sample package of training materials and tutoring activities, and a slide/tape presentation to market the Parents as Tutors Program. They engage in the following outreach activities: mailouts to state bilingual directors, directors of multifunctional resource centers, desegregation assistance centers, and to the superintendents in the three Texas regions targeted for service; informational site visits to school districts; provision of information to established networks such as the National Clearinghouse for Bilingual Education; presentations at state and regional conferences; and contact with other SEA departments (e.g., Migrant Education, Chapter 1, Compensatory Education) that could help in the identification of potential users.

The project disseminator works with 35 to 60 parents within a school. There are 10 to 15 weeks of training. The training sessions last for 3 to 4 hours each week. The project also turns parents into trainers. PAT uses the turnkey training strategy: Parents of first graders who were in the program the previous year when their children were kindergartners now help the trainers present PAT to the new group of parents. "We are turning parents into trainers. Then we turn them slowly loose." Parent trainers usually live within walking distance of the adoption sites. For those parents who are not trainers, training occurs in the evenings or on weekends. Training topics include: state bilingual laws and their effects on parents and children, effects of parental involvement on schools and children, the role of self-concept in the education of children, strategies for motivating students, child growth and development, the processes involved in language learning, the role of parents as tutors of their children, overview of what is taught in local schools at kindergarten level, parent/teacher roles and relationships, effective communication with school staff, setting up effective home learning centers, and preparing for summer tutoring activities. "We give

plaques and certificates to those who finish training."

Standard forms have been developed to collect follow-up monitoring information. Visits are coordinated with adoption site staff so that parent training can be observed and pertinent feedback can be provided. At the end of training sessions, new materials are developed and obsolete materials are discarded. "We let the adoption sites decide if PAT is doing what they need." For evaluation of the project, the outside evaluator uses a treatment-equivalent comparison group model to assess program performance. Outcomes to be observed include analyses of gains on pre/post standardized assessment instruments—the Language Assessment Scales and the Test of Basic Experiences/English Language, observations of training and parent-child interactions, documentary analysis of all service activities, open-ended interviews, and parent questionnaires.

6. *Promoting Intellectual Adaptation Given Experiential Transforming (PIAGET)*

The Instructional Program. The PIAGET program arose in response to two specific needs identified by the Bethlehem Area School District, PA: (1) Child care census data showed a 12 percent to 15 percent increase in the number of Spanish-speaking children at or below 5 years of age since 1979; and (2) data from research conducted by the program co-director that showed that bilingual education programs with ESL pull-out were not the most effective modes of increasing English language proficiencies.

PIAGET has been designed to enable LEP kindergartners to acquire, practice, use, and improve their oral English language and reading readiness competencies. Instructional practices, including 22 strategies derived from the work of Jean Piaget, allow students to have verbal and motor interactions with the physical and social classroom environments through objects, people, and experiential situations. These include creating stimulating environments for children, using concrete objects for linguistic and conceptual development, developing English language memory and recall through questioning, providing social feedback, and monitoring English verbal responses. Linguistic and conceptual skills are taught when students have acquired the experiences that will aid their learning rather than having meaningless skills presented to them. Activities have been developed in four core curriculum areas: (1) logical-mathematical knowledge; (2) social/self-identity knowledge;

(3) physical knowledge; and (4) representational knowledge.

The program also includes a home instructional component where parents are taught to take on the role of the teacher. Parents' perceptions and attitudes about their children's school activities are also explored.

The Dissemination Project. The project staff have developed dissemination activities at four levels: awareness and networking, training, installation of the program at the adoption sites, and follow-up technical assistance and evaluation. Some of these activities include: (1) awareness sessions at national and regional bilingual conferences; (2) exhibits at conferences; (3) mailouts to agencies serving language-minority populations; (4) word of mouth, i.e., people telling people about PIAGET; (5) meetings with NDN facilitators at the annual National Dissemination Association Meeting; (6) information letters to SEAs; (7) a 5-minute PIAGET dissemination tape on educational TV; (8) invitations to visit the demonstration site—"It raises the level of believability when they see it working in the classroom"; (9) linkages with language-minority advocacy groups such as a Hispanic group at Brooklyn College and the Mayor's Council on Hispanic Issues in Philadelphia; and (10) follow-up telephone calls to those sites that have expressed interest in PIAGET.

The Penn State co-director is tied into national databases such as a facility in Harrisburg that gives demographic data on regions around the county and OBEMLA data on key bilingual contact persons in SEAs across the country. "This yields higher response rates" to PIAGET mailouts.

Training consists of a 2-day training session for adoption site staff and parents. Activities include modules for understanding Piagetian child development and classroom instructional strategies. There are also components of training geared specifically for parents to apply the program at home. Teachers and aides are monitored monthly with an observation instrument to check for the demonstration of the 22 instructional strategies. LEP kindergartners' competencies are evaluated daily using another observation instrument. A 2-day follow-up occurs 5 to 6 months after the start of the project at the adoption site. Evaluation of the PIAGET program consists of monthly observations of teachers, daily evaluations of kindergarteners' competencies, and additional assessment of students' progress on three measures: (1) the Pre-K Bilingual Inventory—PKBI; (2) the Gates-

MacGinite Reading Readiness Test—GMRR; and (3) the Pre-Reading Skills Test—PRST. Parents are tested against a comparison group on measures of attitudes and perceptions toward school. PIAGET LEP kindergarteners can be mainstreamed into English-dominant first grades and beyond.

7. ***Project Puente Outreach—A Bridge Between Communities (PUENTE)***

The Instructional Program. PUENTE focuses on the training and development of school and district staff to serve Spanish-speaking LEP students and English-speaking language-minority (LM) students in grades K-6. The program provides training in five component areas: (1) primary language development through a whole language approach, (2) second language acquisition, (3) cooperative learning, (4) discovery science, and (5) sheltered English. Students receive heterogeneous classroom instruction in small groups. Opportunities are provided for active learning.

Program participants are provided motivation through a rich instructional curriculum combined with cooperative peer support. Cooperative group work and primary language support offer new strategies and concepts to the child's intellectual bank. Students have access to learning through primary language instruction, the instructional strategies of cooperative group work and sheltered language, and through the assigning of value to their primary language and culture.

The Dissemination Project. PUENTE staff have four stages in their dissemination strategy: (1) awareness or getting the word out; (2) information for potential adopters; (3) site visitations, presentations, assistance with making decisions to adopt; and (4) training and implementation. The staff was well known in Northern California for the training they were doing in bilingual education prior to the PUENTE project. They engage in several marketing strategies such as sending out flyers and information packets, setting up information booths at bilingual education and cooperative-learning conferences, advertising by word-of-mouth, and providing "freebies"—talks or other information about cooperative learning and other bilingual education issues.

Once a school has signed on, the PUENTE project director asks the district to identify on-site assistants. These persons receive an extra day of training, a manual, and other

materials that will help them continue training. The agenda for this extra day varies from district to district. The goal is to make sure that there is someone on-site who has more expertise and can coach. The district also sends all of its bilingual teachers and anyone else that the school site deems appropriate (up to 35 persons).

For the purposes of monitoring, project staff have developed an observation checklist of crucial elements of each component. Across the school year, on-site assistants observe each component a minimum of three times, for a total of 15 observations and 15 checklists to the project director. This information is transferred to a master checklist for the site. From this information, "an overall picture of what's happening and what's **not** happening in each component" can be obtained. Project staff also visit the district for one consultation day per year. "The district decides how to use us on that day. Sometimes they want us to observe and give feedback, plan for the next year, do some problem solving, sometimes demonstration lessons—getting all grade level teachers together, sometimes additional training, for instance, for instructional aides, sometimes presentations to parents, school board. It depends on the situation."

Finally, adoption sites provide test scores for participating grade levels and classes. These scores are separated into groups of English-only and LEP for each year of training, plus one year before the start of the project and one year after the end of the project.

8. *Systematic Linking and Integrating of Curricula for Excellence (SLICE)*

The Instructional Program. The SLICE program proceeds from the premise that if students acquired solid language arts skills in **one** language while developing in a second language at the same time, these students would achieve well academically. Program designers looked at which skills could transfer from Spanish to English easily and which required more work. In this manner, they developed a curriculum plan for non-English proficient (NEP), LEP, and fluent-English proficient (FEP) students in grades pre-K through 6 in Spanish and English. SLICE provides supplemental instruction both at school and through home instructional packets.

The SLICE program has five key components: (1) early intervention; (2) parent involvement; (3) primary language instruction in the language arts and reading; (4) second-

language instruction in language arts and social studies; and (5) management of heterogeneous, two-language classrooms.

The Dissemination Project. The overall plan of the project is to identify sites interested in adopting SLICE and then to train staff in these sites. SLICE staff first engage in materials development: brochures, presentation handouts, adoption agreements, readiness inventory, curriculum guides, and evaluation forms. They then make awareness presentations at conferences. They answer telephone and mail requests about the project. They make site visits, conduct needs assessments, and encourage potential adopters to visit the SLICE demonstration schools. The staff has emphasized the value of establishing personal contact as the best marketing strategy for the project.

Training occurs at the district level. SLICE staff offers a 2-day training and then follow-up once the adoption is under way. Teachers are encouraged to visit demonstration sites and talk with teachers there. All staff participate in a 5-day pre-service and a 3-day inservice. Topics include methodologies and approaches, bilingual instruction and curriculum, and district requirements. Project staff employ the same evaluator who gathered data for the original program in the preparation of its claims of effectiveness for the state validation process to engage in adoption site monitoring and evaluation. Monitoring activities include conversations with adoption site personnel and site visits to observe the program in progress. Evaluation consists of pre- and posttesting of students at the adoption site on the CTBS (English and Spanish versions), criterion-referenced test in mathematics, and a teacher-developed readiness inventory.

9. *Project Tradition and Technology—An Exemplary Approach to Curriculum Development Using Technology, Environment, and Culture (TNT)*

The Instructional Program. TNT is a process-oriented curriculum development model that identifies the needs and expectations of a community for its children and then draws upon community resources to develop and implement a school curriculum. The programs five basic goals apply to Hualapai communities as well as other Native American language communities: (1) fluency and literacy in both English and primary languages; (2) understanding of reading and writing as transactional processes, understanding of the

meaning of what they read, write, and experience; (3) development of positive self-concepts through curricula focused on respect for individual and cultural differences, oral traditions, cultural wisdom and history; (4) development of inquiry skills of decision-making, thinking, and problem-solving using culture and environment as primary resources; and (5) development of positive attitudes toward technology, proficiency in the use of various technologies, and communicative competence in primary language and English through technology.

The program has three models, each with a training plan. Over the course of the 3-year adoption, all models are implemented: (1) the cultural and environmental curriculum model that focuses on curriculum development, organization, and implementation; (2) the literacy model that focuses on whole language, the writing process, oral language development, and literature-based reading; and (3) the interactive technology model that focuses on student use of microcomputer word processing and video and the use of instructional TV, laser discs, and video production in the classroom.

The Dissemination Project. The main components of the TNT dissemination plan are: (1) development of materials, including the training manual; (2) establishment of baseline data from model site to compare with post data for each year of the project as well as with adoption sites' data; (3) outreach or awareness activities; (4) training for adoption; and (5) evaluation of the effectiveness of the training program as well as of the impact of TNT at each adoption site. Presentations are made at state and national conferences, including the National Indian Education Conference, the Native American Language Issues Conference, the Arizona State Bilingual Conference, and TESOL. Brochures are distributed at all conferences as well as by mail.

Teachers at the adoption site attend a 2-day training session on the innovative use of technology, which includes computers and video production. Follow-up training (2 days/month) assists teachers in effectively implementing the curriculum development and the literacy models and working with educational technology. During the first year of the adoption, TNT staff visit each site for 2 days each month as follow-up training and monitoring. After the first year, each site is visited for two 1-day periods each year. An outside evaluator was brought in to obtain data from adoption sites on changes in grade-

level retention, placements in special education, gifted and talented programs, and attendance rates. Instruments used include the NCE rankings, Oral English Assessment, and the School Sentiment Index.

The Nomination Process

The Academic Excellence Program federal regulations state that nominations can be received from the state education agency or approved by the PEP process. However, none of the nine original models we reviewed had taken the latter route. During the course of our data collection, we were informed that two of the nine models—PIAGET and CELL—had subsequently received PEP validation. Figure 1 diagrams the steps that the original program developers take to become an Academic Excellence Program **project**, focused on dissemination.

After reviewing the files of the nine models and interviewing the project directors, we have categorized states according to the processes by which they nominated programs for the Academic Excellence Program dissemination grants. We discuss three categories of state processes.

Preexisting Validation Processes

States in the first category had clear procedures in place for granting exemplary status to instructional programs prior to the Academic Excellence Program's call. These states also judged the applicants by criteria specific to bilingual education programs. Only Alaska fit into this category.

Alaska. Alaska had a validation process entitled, "Promising Practices," in place before AEP. Here, the state validation process begins with the district superintendent nominating the program. A project self-study that includes a project description, narrative, and test results must then be submitted to the state education agency. For those programs that look promising, a team of SEA officials and bilingual professionals from another district make a site verification visit. At the conclusion of this process, the program is either rejected or named as "a promising practice." This validation lasts for 3 years. The AWP project has received two State of Alaska Promising Practices Awards (in 1986 and 1989) and was

recognized by the National Center for Educational Computing as the most innovative educational use of computers on the national scene in 1987. The Alaska Department of Education's Division of Educational Program Support then nominated AWP as an exemplary practice for Academic Excellence Program consideration.

Structural Validation Processes Resulting from AEP

The second category of nominating programs to AEP includes states for whom the availability of the Academic Excellence Program grants served as the impetus for developing a process for validating exemplary programs. In these states, criteria were established before any applications were examined. California, Arizona and Texas belong to this category.

California. Three of the nine original Academic Excellence Program grantees are based in California—CELL, PUENTE, and SLICE. The Bilingual Education Office of the California Department of Education (CDE) arranged released time for sites undergoing the nomination process. The entire process currently takes about four months.

Phase 1: ***Written Application Form***. Projects get nominated. CDE staff initially expected that a formal nomination process would occur, with nominations coming from one source. However, projects began nominating each other. Agencies referred CDE to good projects. Project staff did not always initiate the application process for several reasons: (1) modesty—district and school staff do not always have a state- or nationwide perspective on the value or uniqueness of the bilingual education program they have developed; and (2) those immersed in the project are usually too busy or too focused on the children at hand to step away and get to "the post-project thinking phase" necessary for completing a written application.

Once CDE receives the (often informal) nomination, the nomination is written up on an official form. The CDE process ends here. If the staff of a validated project choose to apply for the Academic Excellence Program, CDE staff may sometimes informally provide technical assistance to help prepare the claims of effectiveness, baseline data, and other statistics requested by OBEMLA and ED.

Phase 2: ***Paper Screening of Nominations***. A panel of experts meets to review each project's application, checking for compliance with Title VII regulations as well as project merit. This panel consists of representatives from Title VII programs, including the state directors of Title VII elementary and secondary programs, Hispanic and Asian programs, resource teachers, the project leader, two Title VII evaluators, and CDE staff. The panel has three choices: (1) accept the application as is; (2) reject the application; (3) require additional information—sending a list of concerns to be addressed before approval.

Phase 3: ***Observation of Program***. The on-site visit serves several purposes. Panel members can see whether the project is being implemented in the way it was described in the application. They can use the observation to learn more about the project and help to identify potential problems. During this phase, panel members talk to teachers, aides, etc. CDE, on the basis of this site visit, tells project staff which concerns and questions need to be addressed and what additional information is required for the next phase—presentation.

Phase 4: ***Presentation/Defense of the Project***. A team consisting of project teachers, resource people, evaluators, and sometimes the district superintendent prepare both written (20-page maximum) and oral (1 hour maximum) presentations to the panel. The written portion must include at least 10 features: (1) description of the actual instructional practice or activity that caused the growth or changed behaviors; (2) the project's claims of effectiveness; (3) description of the setting(s) in which the program or practice has been implemented; (4) the theoretical and/or pedagogical foundations of the program or practice; (5) the salient or unique features; (6) identification or description of national school recognition program indicators characteristic of the program or practice; (7) implementation features that are prerequisite for replicating the program; (8) evidence supporting the claim(s) of effectiveness; and (9) explanation of the educational significance of the effectiveness data.

The focus of the oral presentation is on "the specific identification of the successful intervention (practice or program) and the supporting data that makes it exemplary."

Phase 5: ***Selection Decision***. The panel members then caucus and make the final decision about whether to accept the project, officially validating it as a California Exemplary Bilingual Education Project.

Phase 6: ***Notification of Decision***. The CDE sends a letter notifying project staff that the project has received validation. This validation lasts for 4 years, beginning in September of the current year. The California Bilingual Education Office will then conduct yearly monitoring visits.

Phase 7: ***Receipt of Award***. The staff of the exemplary projects receive the formal awards at the SEA Annual Institute.

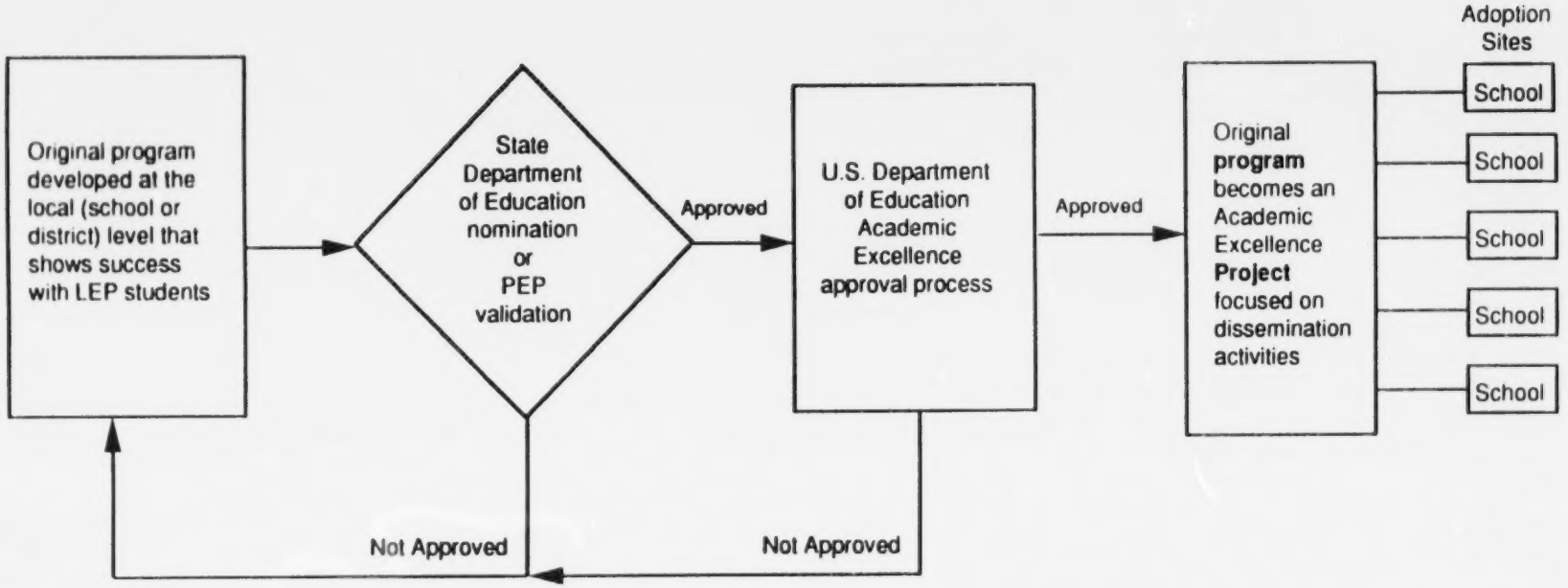
Original program developed at the local (school or district) level that shows success with LEP students
State Department of Education nomination or PEP validation
Approved
U.S. Department of Education Academic Excellence approval process
Approved
Original program becomes an Academic Excellence Project focused on dissemination activities
Adoption Sites
School
School
School
School
School
Not Approved
Not Approved

FIGURE 1 OVERALL SCHEMATIC OF THE ACADEMIC EXCELLENCE PROGRAM

Phase 8: ***Promotion***. The Title VII state newsletter then features a write-up of each exemplary project. In addition, yearly meetings of validated projects are held to share information, compare compliance status, and develop procedures for other applicants in this nomination process.

Texas. The Texas Education Agency judges program effectiveness on the basis of eight criteria. Only two of these criteria are applicable to the Parents as Tutors (PAT) program's K-2 student population—oral language proficiency rates and scores on locally developed tests for K-2 students. The other state criteria are: (1) 70 percent of students within the program demonstrating mastery of mathematics, reading, and writing based on the Texas Academic Assessment Skills Test; (2) demonstrated mastery on a norm-referenced test such as the MAT6, CTBS, or Riverside test; (3) submission of an average school score on the ACT and/or SAT along with the percent of graduating seniors taking the test(s), including submission of the percentage of students scoring at or above 1,000 on the SAT and or percentage with a composite score at or above 25 on the ACT; (4) high school graduation rate and percent of students enrolled in advanced courses; (5) percent average daily attendance; and (6) the annual dropout rate.

Once the program provides evidence that students have achieved at the mandated levels, state personnel then conduct site visits to verify the identified outcomes. State personnel review test data, conduct interviews with program staff, and examine other evaluation data. Once state personnel are confident of the accuracy of the evaluation data, the state validates the program as exemplary. The program is then eligible to be nominated for the Academic Excellence Program.

Arizona. To receive a validation in Arizona, the school district can submit an application to the state, demonstrating that the program has resulted in academic achievement for its students for at least two consecutive years. Personnel from the state department of education then visit the site to interview staff and follow up on questions raised by the application. Programs successfully negotiating these steps receive the state stamp of exemplary status. The program can then be nominated to OBEMLA for the Academic Excellence award.

Individualized Approaches to Validation

The final group of states had no set criteria in place for the identification or validation of exemplary programs. This third group of states reacted to the Academic Excellence Program requirement for state nomination only when approached by the directors of the bilingual education programs seeking nomination for the Academic Excellence dissemination grant. According to one state official interviewed, when approached by the program director, "There was no reason **not** to nominate. I did visit the site, yes. I did read their report. Yes, I did nominate them." Three states fell into this category: Florida with the GOTCHA program, Pennsylvania with the PIAGET program, and Puerto Rico with the CEMI program.

A caveat may be in order before we move to descriptions of the nomination processes in these three states. The lack of a formal preexisting process and criteria for validation does not necessarily imply that these programs are not exemplary programs of bilingual instruction.

Florida. At the time that GOTCHA received state validation, there was no procedure in place. The bilingual education director who nominated GOTCHA for the AEP had left the state department by the time of this study, but the respondent in the bilingual education office assured us that no set criteria for identifying exemplary programs have as yet been developed at the state level. Currently, discussions are under way to develop such criteria.

Pennsylvania. The PIAGET program had been in operation for 6 years prior to the awarding of the Title VI dissemination grants. PIAGET staff had conducted testing, data gathering, and analysis activities to support its claims for effectiveness. When the Academic Excellence Program competition was announced, personnel from the Pennsylvania Department of Education read the report submitted by PIAGET staff on its effectiveness. State department of education staff visited the PIAGET demonstration site and conducted interviews with teachers and parents. On the basis of the report and the site visits, the PIAGET program received state bilingual validation and was nominated for an Academic Excellence grant.

Puerto Rico. The Puerto Rico Department of Education (PRDE) considered CEMI's documented record of effectiveness over the course of its 3 years as a Title VII

demonstration program. On the basis of this evidence, PRDE nominated CEMI for the Academic Excellence Program award.

For the first cycle of funding, California was the only state with more than one Academic Excellence Program grant. While several programs within the state had been validated, not all had applied for Academic Excellence Program grants. The California State Department of Education provided more technical assistance to AEP applicants than other states. These applicants also underwent a more rigorous validation process than did most of the other contenders for the Academic Excellence Program awards. Staff in OBEMLA, after seeing the range of evaluative expertise employed in state validations, recognized a need for help in developing state capacity to evaluate bilingual programs. In response, OBEMLA has developed pamphlets designed to aid bilingual program managers in conducting the high-quality evaluations and submitting the high-quality applications required for the Academic Excellence Program.

The Academic Excellence Program Review Process

Receiving state validation is only the first hurdle for Academic Excellence Program applicants. According to the Academic Excellence program manager, "There are a lot of things that have to be in place before they can even apply." Applications are sent to the federal Education Department Application Control Center (ACC), which transmits them to OBEMLA. Those applications that fail to meet the eligibility criteria announced in the Federal Register and the OBEMLA Title VII regulations for the Academic Excellence Program (Part 524) are returned with a letter of rejection.

Those applications that make it through this preliminary screening are reviewed by nonfederal experts. OBEMLA selects review teams from its directories of technical specialists and professionals in bilingual education. A review panel consisting of three members is assigned to each application. The three-member panel includes one expert in language acquisition, one expert in evaluation, and one expert in training or dissemination. The panel members receive inservice training provided by the Academic Excellence program manager. This training includes a brief overview of the technical and procedural requirements of the review process and a discussion of the selection criteria with focus on

understanding the minimum standards for evaluating each established criterion. The selection criteria and point system is as follows:

Educational Significance	30
Project Design and Objectives	25
Quality of Key Personnel	15
Evaluation Plan	10
Coordination	5
Budget and Cost Effectiveness	10
Commitment and Capacity	5
____ Total	100 points

The Secretary distributes an additional 15 points according to how dissemination and adoption of the model program would relate to: (a) the need to assist LEP children who have been historically underserved by programs for limited-English proficient persons, (b) the need to provide funding according to the distribution of LEP children throughout the nation and within each of the states, and (c) the relative numbers of children from low-income families likely to be benefited by the program.

Applications are randomly assigned to each panel. They are reviewed and scored. The review must also include a narrative evaluation specifying the strengths and weaknesses of each application, and any reservations or qualifications that might bear on the selection for negotiation and award.

The Management Support Branch of Grants and Contracts Services standardizes the raw scores and point values of the applications and then ranks them according to this average standard score. This rank order becomes the basis for recommending programs for funding. Then, in a new process which was begun in fiscal year 1992 and hence was not in use when the sites in the projects included in this study were selected, site review teams then visit the demonstration sites of the recommended programs. The site teams clarify technical questions and verify the adequacy of the applicants' resources to implement the

dissemination project if funded. The site review team then discusses its observations with the technical review panel before submitting a site visit report and recommendations to the OBEMLA Academic Excellence program manager. The program manager prepares documentation for the recommendations and submits them to the division director. Upon approval, the recommendations for funding are submitted to the director of OBEMLA for final review. The number of applications funded under the Academic Excellence Program will depend on the amount of allocated money. Each grantee will be funded for 36 months. Rejection letters are prepared by the program manager and mailed to unsuccessful applicants by the ACC within 5 working days after all awards have been made. In 1992, seven applicants were recommended for site visits. Of these, three received Academic Excellence grants.

Once these nine programs received the Academic Excellence Program award, they became **projects** with a different focus. The instruction of students at the demonstration site(s) became the responsibility of teachers and other nonproject personnel. The project directors' energies then turned to those activities that would promote dissemination, such as marketing, training, monitoring, and evaluating.

III. THE ADOPTION SITES AND THE PROCESS OF IMPLEMENTATION

In this section of the report, we present our findings about the dissemination, adoption, and implementation processes, largely from the perspectives of the adoptees themselves. Most of the data here have been drawn from analyses of the telephone survey of adoption site personnel located at the school site (85 percent), at the district office (13 percent), or at other places (3 percent). We begin with basic adoption site demographics. This is followed by a fuller description of the stages of implementation from initial awareness of the program through actual adoption, training, and ongoing assistance and monitoring. The results of adoption evaluations as well as other perceived program impacts will be presented in Chapter IV.

Characteristics of the Adoption Sample

The same diversity that characterized the Academic Excellence instructional programs described in the previous chapter is reflected across the sample of adoption sites. In some ways, the appeal to such a wide range of schools and student populations speaks well for this dissemination effort. No single instructional model could suffice to serve the needs of all LEP students in this country. The projects have managed to attract adoptees interested in furthering academic as well as other goals through add-on as well as integrated programs, for a variety of ethnicities, in urban, suburban, and rural settings.

Over half of the programs (58 percent) at the adoption sites were easily identifiable by the same name as the model program. The sample was almost split on whether the adopted program had been implemented as a supplement (47 percent) to the regular curriculum or as integrated (46 percent) into the curriculum (Table 3). In five sites (7 percent) where the program was adopted classroom by classroom, the school-level respondents indicated that the program was **both** integrated into and supplemental to the core curriculum. In some

cases, programs originally intended to be integrated into the curriculum were implemented as supplements because of inadequate staffing

Table 3

RELATIONSHIP OF THE ADOPTED ACADEMIC EXCELLENCE PROGRAM TO THE REGULAR SCHOOL CURRICULUM

Relationship	Percentage of Sites
Supplemental to the regular curriculum	47
Integrated into the regular curriculum	46
Both	7

Source: Item A3 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

or other resources. In other cases, even supplementary programs were affected by lack of funding or lack of availability of equipment such as computers. The number of hours per week that students were to have access or the number of students per computer could change because of inadequate resources.

More than two-thirds (79 percent) of the adoption sites had the goal of increasing the English skills of LEP students (Table 4). The second major goal of the adoption sites was to improve LEP students' performance in content areas (73 percent), followed by the goal to increase their self-esteem (71 percent). The claim to increase parental involvement in the schools attracted adoption site personnel to the model in 42 percent of the cases. The model's focus on increasing teacher competency through staff development attracted 41 percent of the adoptees. Such training would include correcting staff's attitudes and perceptions of their LEP students. In one site where the student population was "99.9 percent Navajo," the school principal commented on the need to change new teachers' attitudes about their students: "Many [teachers] come from back East with a missionary

attitude, trying to baby the students. They don't need babying." Another respondent made similar reference to incorrect teachers' attitudes about non-English speaking students. "I don't like to call it a language problem. It's not a language problem, but a language difference."

The programs overall concentrated their services at the elementary school (Pre-K through 6) level with a sharp drop-off at both the junior and senior high school levels (see Figure 2). Also, the predominant language population served by the Academic Excellence program was Hispanic/Latino (Table 5). However, within each model, the language group served varied. For instance, 100 percent of the students served by the TNT project and a clear majority of those served by AWP were American Indian/Alaskan Native.

Table 4

GOALS OF THE ACADEMIC EXCELLENCE PROGRAM ADOPTION SITES

Goals	Percentage of Sites
Increase the English skills of LEP students	79
Improve students' performance in content area(s)	73
Increase students' self-esteem	71
Increase parental involvement in the schools	42
Provide staff development	41
Develop language skills in both English and the primary language	40
Provide students with computer literacy skills	39
Other areas	28
Increase the Spanish skills of LSP students	27
Increase parents' self-esteem	26

Source: Item A2 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

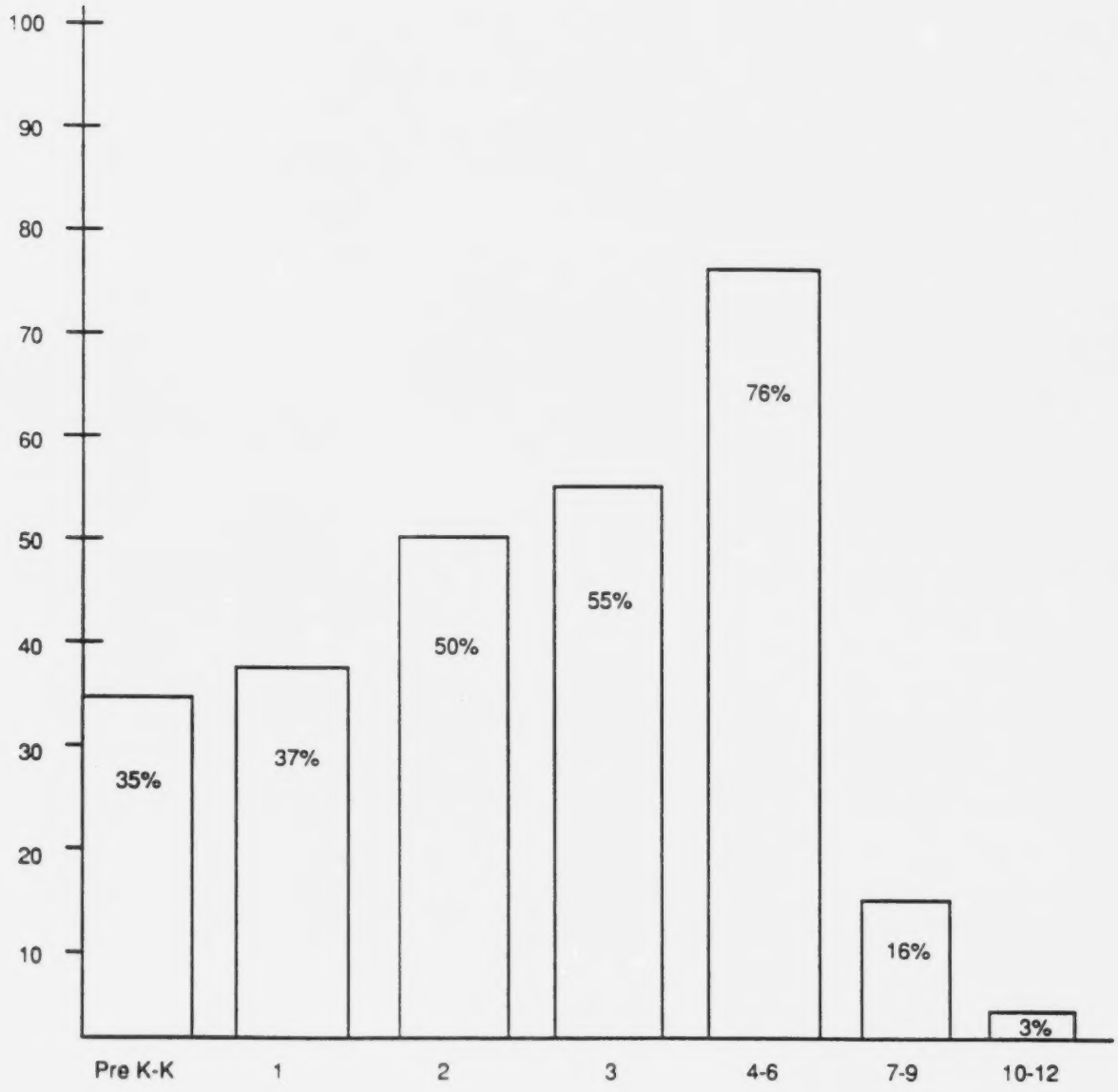

FIGURE 2 GRADE LEVELS SERVED BY THE ACADEMIC EXCELLENCE PROGRAM

Table 5

LANGUAGE-MINORITY POPULATIONS SERVED BY THE ACADEMIC EXCELLENCE PROGRAM

Language Population	Percentage of Academic Excellence Programs Serving This Population
Hispanic (Latino)	80
American Indian/Alaskan Native	18
Chinese	16
Vietnamese	14
Korean	8
Farsi	8
Haitian	3
Other languages*	31

* Other languages include other East Indian languages, Thai, English, French, Hmong, Russian, Mon-Khmer, Polish, Amharic.

Source: Item A5 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Table 6 presents figures on the race and/or ethnicity of the student populations served at the adoption sites. It is interesting to note that while the majority of the Academic Excellence projects targeted Hispanic/Latino language populations, less than half of the students served through the projects came from this racial/ethnic background. Almost one-third of the students served were white, non-Hispanic. There are at least three reasons for this. First, in some of the sites where the project was integrated into the regular curriculum, all students within a classroom were exposed to the project—even if they were

not LEP. Second, some of the languages were spoken by populations that are traditionally white, non-Hispanic, such as French, Russian, and Polish. Finally, in at least one case, a site with no language-minority speakers adopted the program because its writing component would increase the English skills of English speakers.

Table 6

RACIAL/ETHNIC STUDENT POPULATIONS SERVED BY THE ACADEMIC EXCELLENCE PROGRAM

Racial/Ethnic Student Population	Percentage of Students Served Overall at the Adoption Sites
Hispanic (Latino)	44
White, non-Hispanic	32
American Indian/Alaskan Native	12
Black, non-Hispanic	7
Asian or Pacific Islander	5
Other	≤ 1

Source: Item A7 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Sixty-percent (60 percent) of the students served receive free or reduced fee lunches at their schools. In fact, one of the programs, PIAGET, expressly stipulated as a condition of adoption that the site serve low-income, language-minority students.

Almost half of the projects served students in urban areas of the United States (Table 7). Again, these overall figures mask sometimes large individual program differences. For instance, almost 90 percent of AWP's adoptions are located in rural settings. More than 60

percent of CELL's adoptees reside in suburban areas. In the instances of the CEMI, GOTCHA, and PIAGET, 80 percent or more of the adoptions are located in urban settings.

One useful way to analyze the adoptions is by the maturity of the project at each site. This variable is telling in that the more mature programs have had an opportunity to conduct

Table 7

LOCATION OF THE ADOPTION SITES

Location of Sites	Percentage of Sites
Urban	47
Rural	38
Suburban	14
More than one setting	1

Source: Item A6 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

a full cycle of project activities, including summative evaluations. We discuss the sites by program maturity in the next chapter. Here, we simply characterize the study sample by noting that a little more than half of these adoptions (52 percent) began during the first cycle of Academic Excellence Program funding, 1987-90 (Table 8). The rest (48 percent) are newer, having begun during the second cycle, 1990-93.

Related to program maturity is the stage at which the adoption sites were at the time of the survey. In some cases, adoption agreements had been signed and site staff were beginning to receive training in the philosophies and methods of the project they had adopted (Table 9). In the majority of cases, site staff had received initial training and were

in the process of implementing the project with their teachers, students, and/or parents. The monitoring stage usually followed implementation or ran concurrently. At this stage, project staff were following up on the progress of the project as implemented at the site, either through on-site visits, telephone conversations, or through reports that adoption site staff sent to project staff. Also, most of the sites interviewed had an ongoing relationship with the grantees as opposed to being closed (Table 10). Of those whose programs were closed, the contract period had elapsed without renewal in half of the cases.

Table 8

CYCLE DURING WHICH ADOPTION SITES ENTERED THE ACADEMIC EXCELLENCE PROGRAM

Entry Cycle	Percentage of Sites
Cycle 1 (1987-1990)	52
Cycle 2 (1990-1993)	48

Source: Item A10 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

The Process of Program Implementation

Program directors submitted dissemination plans as part of their applications for the Academic Excellence awards. We describe below the generic stages involved in these plans: materials development, outreach/awareness, adoption decisionmaking, adoption site personnel training, implementation assistance, monitoring and follow-up, and evaluation. These project activities are spelled out in Section 524.10 of the Title VII bilingual education program regulations. For this section of the final report, we have drawn upon information gathered from the grantees' applications, semi-structured telephone interviews

with grantees, and the telephone survey of adoption site personnel.

Table 9

STAGES OF PROGRAM IMPLEMENTATION AMONG ADOPTION SITES

Implementation Stage	Percentage of Sites
Training stage	15
Monitoring stage	23
Full implementation	60
Some other stage	25

Source: Item A12 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Table 10

CURRENT STATUS OF THE ADOPTEE-GRANTEE RELATIONSHIP

Status of Relationship	Percentage of Sites
Ongoing adoptee-grantee relationship	91
Closed adoptee-grantee relationship	9

Source: Item A11 on the Telephone Survey of the Academic Excellence Adoption Sites.

Materials Development

The process of materials development was not entirely linear. Some project staff reported developing materials prior to engaging in outreach activities while others developed training materials while advertising the program. Almost half of the sample also used videos for promotion and/or training. At the end of its training sessions, PAT staff discard obsolete materials and develop new ones. Primarily, training materials were developed, though one project (TNT) was a curriculum development model that enabled teachers to develop and tailor classroom materials whose content was based on the local culture and traditions. In the case of AWP, a college course was provided in the teacher education department of a local university. According to the AWP director, "The materials must look attractive, professional, and have a strong research basis."

The use of instructional technology was a prominent feature of these bilingual education programs. Four of the nine projects (AWP, CELL, CEMI, and TNT) provided students extensive involvement with computers. However, the use of technology creates its own set of problems for project disseminators.

Grantee staff have faced the tension of needing to disseminate faithfully at that same time that software initially developed was changing and improving. This need to upgrade and update computer materials put disseminators in the position of having to "walk a fine line" with respect to program fidelity. The following quote illustrates this tension: "With the Academic Excellence Program, they don't want you to do something new. With technology, it's difficult not to change.... The basic program has not changed, though the equipment has. We have upgraded our computers...." There are also issues of access to computers and other technology in those districts facing budgetary constraints. This meant that some of the adoptees were not able to provide the intensity of interaction with computers that the grantees intended.

Outreach/Awareness

The main goal of this stage was to get the word out about the availability of the exemplary bilingual programs for schools to implement. Activities included arranging for

and/or participating in conferences usually attended by those interested in bilingual education, such as NABE and CABE. Another common awareness activity was the distribution of information about the project—brochures, information packets, folders, newsletters, bookmarks, videos. Some project staff undertook extensive mailings. For example, PAT staff targeted state bilingual directors, directors of multifunctional resource centers, desegregation assistance centers, superintendents in neighboring regions, as well as other state education agencies such as Migrant Education, Chapter 1, and Compensatory Education units that could help in the identification of potential users. GOTCHA program staff advertised their materials across the country. "Never think there's not a market." They were contacted by interested districts "in places most obscure, like Kentucky." However, a staff member warned, "You're never a prophet in your own home." Clearly, in some cases, projects were better known and accepted outside of their own school districts.

Other outreach activities included press releases to local newspapers (CELL), interviews on the radio (CEMI), and even an appearance on public television (PIAGET). At the time of our interviews, both CELL and CEMI staff had forthcoming articles in journals. Presentations were made at PTA meetings. And finally, the demonstration sites provided opportunities for potential adoptees to see the programs in progress. Project staff sent out invitations and held open houses at the demonstration sites.

Grantees reported the lessons they had learned about advertising their projects. One project disseminator had included response cards in the information folders and reported that this strategy worked well. Several grantees initially planned to have two sets of information packets—one to introduce the project and one for those seriously considering adoption. However, staff eventually discontinued the first-level packets because they found that these packets did not provide sufficient information to inquirers. Potential adopters needed to know in detail the requirements for "installing" the project at their sites.

Of all the strategies engaged in by project staff, conference presentation and word-of-mouth attracted the most adoptees. Adoption site personnel reported that they first heard about the Academic Excellence program through a conference (42 percent) or by word-of-mouth (27 percent) (Table 11). Newsletters served as the source of primary contact 8 percent of the time. Though some projects prepared videos, this strategy introduced

adoptees to the project in only 2 percent of the cases we interviewed.

A CELL staff member commented that, "the most successful marketing strategy is one-on-one contact." The disseminator for PUENTE told us that at the time they received the Academic Excellence grant, "We were already known in northern California. We were the district to call because we were doing so much training.... People looked to us as leaders. We were pretty much already established as leaders." Likewise, the AWP program was known in its district prior to receiving the Academic Excellence award. However, the project director provided a caveat about creating awareness: "It takes a while to build a network within your state so that you can get known nationally. It takes a long time to get materials ready for dissemination to market.... I think there's a cumulative effect. At a certain point, people start noticing you. You need to go to conferences, write articles...." Prior to receiving the Academic Excellence grant, the TNT directors had developed an alphabet for the Hualapai tribe. For this as well as other outstanding works among Native American tribes, they were already well known in their community. As one adoptee told us, "Certainly if you work on the reservations, you know [the project directors' names]."

Assistance with the Adoption Decisionmaking Process

Consistent with the notion of the school site leadership as promoted in much of the literature on school-based reform, principals and teachers played major roles in the decisions to adopt the models. District staff were also involved as were parents to a lesser extent (see Table 12). PAT staff found administrator buy-in to be essential. The project director told us, "I have to make the principal feel good about it. I have to develop a friendship, rapport with the principal, not hard sell." The director tells the principals, "By the time we finish with these parents, they'll be your biggest asset." The GOTCHA project director shared a lesson she learned in this respect: "I always find that you have to go through the teacher. If the teacher likes it, the principal will accept." TNT staff reported conflicts between parents who were enthusiastic about adopting the project meeting resistance from "close-to-retirement teachers who don't want it."

The PUENTE project trainer expressed frustration with the adoption decisionmaking process in some cases. She found that these decisions have been of three types: (1) top-

down; (2) bottom-up; and (3) everyone involved from the start. The latter are the easiest adoptions to implement and while all the data is still out, she thinks the latter type of adoptions will prove the best. As a result of problems with adoptions of the first two types, PUENTE staff now request that principals and teachers as well as any other decision makers attend their awareness presentation if they are considering adoption. "It's a better mix. If nothing else, it brings them together to talk." They have found that wide-ranging buy-in at the adoption site is necessary for "true adoption." TNT staff would agree: "If the group [visiting the demonstration site] includes some parents, teachers, staff from the [prospective] school, it goes more smoothly. You have problems when only the school board comes to check it out. We see the difference."

Table 11

HOW SITES FIRST HEARD ABOUT THE ACADEMIC EXCELLENCE PROGRAM

Means of Advertisement	Percentage of Sites Reached
Conference participation	42
Word-of-mouth	27
Brochure	17
Newsletter	8
Staff development	7
Video	2
Other	41

Source: Item B1 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Adoption site personnel in 99 percent of the cases reported that the grantee set some preconditions for participation in the program. A clear majority (87 percent) of the sample sites had signed an adoption agreement with project staff. During our initial review of applications and interviews with the grantees, we gained a sense that stringent and binding preconditions or requirements had been set for adoption. However, we detected a much more informal arrangement from the survey responses and comments of adoption site personnel. Our survey results indicate that the signing of an adoption agreement may be more informal than our staff initially gleaned from the grantees' applications and interviews. When preconditions were set, however, they most often included release time for teacher training and the adoptee's agreement to send test scores or some other evidence of student performance (such as writing samples)

Table 12

SITE PERSONNEL INVOLVED IN THE ADOPTION DECISIONMAKING PROCESS

Person(s) Involved in the Decision	Percentage of Sites Where Such Person(s) Involved
School principal	81
Teacher	67
Superintendent	28
District bilingual staff	26
School board member	16
Parent	12
Grantee	10
Student	≤ 1

Source: Item B3 on Telephone Survey of the Academic Excellence Program Adoption Sites.

to project staff (Table 13). However, even in these cases, only the release time for teacher training consistently occurred. In a few cases, adopters confessed that they knew they were supposed to send test scores, but had not. Or they had once sent scores and, having received no response from grantee, discontinued this practice. The PIAGET project requires parental buy-in. Parents have to be willing and committed. While district support is very important, PIAGET staff will not include a site that has not garnered parental buy-in. PIAGET staff have learned through experience that, "Some of these districts aren't interested in parents." So, while overall, 27 percent of the sites involved parents, 80 percent of PIAGET adoptees reported that they met this requirement. While 23 percent of the sites overall had obtained parental approval of the adoption, 60 percent of PIAGET sites had done so.

During its first cycle, the TNT staff involved **all** teachers at the adoption site in the project. "We found out it was too much." The TNT evaluator recommended that they work with those teachers who were "sold" on the project and the staff followed this advice in the second cycle. They now contract with a school and, within that school, they target individual, interested teachers. Working with teachers "who show some promise" has been good advertisement for TNT within the adoption site. Other teachers eventually begin to show interest and want to participate. The project has experienced more success in this way that when a school board adopted the program irrespective of school staff's interest.

In 60 percent of the cases, adoption site personnel had made modifications to the original program. Some changes were slight, such as adapting the vocabulary of text materials to fit the local adoption site context. For instance, a teacher changed a question about a "village" to one about the "community trading post." A story about hunting moose was changed to one about hunting wild pigs. Other changes occurred around conditions set for adoption. For instance, though 26 percent of the adoption sites were required to have specified technology available, some did not and the grantee either dropped the technology component from the program as implemented at that site (TNT) or made other arrangements for students to have access to technology at a site other than that of the

adoptee. CEMI staff arranged for adoption site teachers and students to have access to computer facilities at the University of Turabo in Puerto Rico. In another site, the adoptee had to reduce the amount of time originally set for students to work at the computer when the number of students to be served increased while the number of computers did not.

Initial Training of Adoption Site Personnel

Following acceptance into the program, adoption site personnel underwent initial training to acquaint themselves with the models' theoretical underpinnings as well as to acquire the skills and activities necessary to provide instruction to the students. A major aspect of educational program adoption is the changing of teachers' familiar and usual classroom practices and beliefs. In the Academic Excellence Program adoptions, teachers' notions about bilingual students and the best ways to instruct them were often undergoing change. Teachers needed time to digest the changes required of them—to varying degrees—by these projects. This was provided in initial training sessions and in ongoing assistance activities.

Most projects designed the initial training to last for 1 to 3 days, with on-site follow-ups during the course of the school year. A few projects were exceptions to this pattern. PIAGET provided training of 2 to 3 days for 60 percent of its adoptions and for more than 5 days in 40 percent of its adoptions. And PAT provided intensive and ongoing training for 10 to 15 weeks for 35 to 60 parents at each school site. GOTCHA staff kept initial training to a maximum of 2 days because having teachers out of the classroom for longer periods created problems at the school site.

Project staff—directors, disseminators, and trainers—conducted the training sessions. Regular teachers attended training in 54 percent of the adoptions, followed by principals in 47 percent of the cases. Bilingual teachers represented the next largest attendance group—44 percent of the cases. The PAT model specifically targeted parents and in 100 percent of its adoption sites, parents attended the training sessions. However, overall only 19 percent of the adoptions involved parents in the initial training phase.

The content of the training sessions included the projects' conceptual frameworks, the theories of language acquisition and development to which project staff adhered, as well as methods and activities of bilingual instruction and curriculum. PIAGET trainers focused

their first sessions on Jean Piaget's work in developmental psychology. Some sites, such as PAT and SLICE, also focused on state and federal legislation regarding bilingual education. Depending on the program, adoption site teachers were taught how computers could be

Table 13

PRECONDITIONS SET FOR SITES' PARTICIPATION IN THE ACADEMIC EXCELLENCE PROGRAM

Precondition Set for Participation	Percentage of Sites With This Precondition
Released time for teacher training	58
Adopter agreement to provide test scores	57
Adopter agreement to purchase materials	32
Parental involvement	27
Availability of specified technology	26
Administrator attendance at training	23
Parental approval	23
Specified teacher/student ratio	13
Other	44

Source: Item B4 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

used to promote language development and/or they themselves received instruction in basic computer skills. Teachers in the CELL adoption sites were given hands-on experience with computers and software. Teachers in the TNT program attended a 2-day session on the innovative use of technology which included computers and video production. In the CEMI program, parents attended Saturday workshops on the use of computers. Some had been afraid to ask parents if they wanted to learn how to use computers, but, at the invitation of project staff, parents got involved and, in some cases, bought their own

computers.

Other topics addressed during training sessions included testing and assessment strategies. CELL staff trained teachers in the identification and diagnosis of students through testing. The PAT program, which has a continuous training period of ten to fifteen weeks, provided a comprehensive list of training topics, some of which included strategies for motivating children, the role of parents as tutors of their children, effective communication with school staff, and an overview of what is taught in local schools at the kindergarten level.

Ongoing Assistance (Including Monitoring and Follow-Up)

Beyond the short, initial training sessions, project staff provided assistance to the adoption sites to implement the model programs. This assistance took many forms. In four cases (GOTCHA, PAT, PIAGET, and PUENTE), project staff trained adoption site personnel to provide regular on-site assistance as well as to serve as liaison between the adoption staff and project staff. The PIAGET director told us that this liaison person usually surfaced during project staff's initial visits to the potential adoption site. PUENTE staff asked the district to identify people who would serve as good on-site trainers. These persons received an extra day of training, a project manual, and other materials. The goal of this strategy was to ensure an on-site person with enough expertise to answer questions and coach teachers. In the PAT project, parents who had previously participated, subsequently served as trainers for new parents. These parent trainers usually lived within walking distance of the adoption sites.

Project staff also conducted on-site visits to observe and monitor the progress of their adoptions. However, the number of trips varied, depending on the distance between the adoptee and project staff. For instance, AWP staff in Alaska conducted few on-site visits. The project budget could have been consumed by airfare costs alone because of the long distances between sites in this state. At the other end of the spectrum, TNT staff, located in the same state and close to most of their adoption sites, provided follow-up training and monitoring in the form of a 2-day visit each month for the first year. After this period, each site gets two 1-day visits per year. TNT staff found that sites needed the on-site visits

to help them with daily program implementation. "It has to be. You need someone, a key person on the adoption site to monitor and do follow-up in the classrooms, making sure it's implemented."

It was not only important to visit, but to structure the visits to provide assistance to the adoption site personnel. When questioned about their monitoring activities, SLICE project staff responded: "Generally, we go into a site and we see that they're moving in the right direction. It's complex and cannot be implemented overnight.... We have to look at how they can implement these practices within their culture, within their reality." However, survey respondents were evenly divided about the difficulties in obtaining follow-up assistance with the program. Those who rated the project as too complex were not satisfied with the follow-up they received. Others found the SLICE grantee's assistance and monitoring activities to be effective or very effective.

Another monitoring strategy was to have on-site staff keep a running list of problems to be resolved. When project staff called or visited, these issues could be addressed. Project staff established hotlines as well as newsletters to maintain communication with adoption sites. More than half of the adoption sites (58 percent) found handbooks or program manuals to be "very effective." For instance, CELL provided adoptees with handbooks on all subjects covered during the initial training workshop as well as references for additional help. The GOTCHA manual for teachers was self-explanatory so new teachers at the adoption site could learn the program's basics even though they had not attended the initial training sessions. Table 14 lists the types of technical assistance and monitoring activities available to adoptees, as well as adoptees' perceptions of their effectiveness.

Summary

In the first section of this chapter, we presented an overview of the Academic Excellence Program adoption sample. We characterized these sites as marked by variety in the languages and racial/ethnic student populations served, the instructional methods used, and the urbanicity of the educational settings in which these programs occurred. However, even given the diversity within this program, some dominant features did emerge. The majority of the program goals focused on students—developing their academic, linguistic,

and attitudinal skills. Moreover, the programs followed a similar dissemination process.They all went through the same basic stages: materials development, outreach, adoption decisionmaking, training, implementation, assistance, follow-up/monitoring and evaluation. The project staff varied in the order in which they focused on each stage and in the intensity of activity engaged in at each stage.

Table 14

EFFECTIVENESS OF TRAINING, ASSISTANCE AND MONITORING ACTIVITIES

(Percentages)

Activities	Very Effective	Somewhat Effective	Not Very Effective	Not Applicable
Provision of a handbook/manual	58	32	*	9
Training of persons to give on-site assistance	57	9	*	49
Telephone hotline to grantee	27	17	3	54
Training in basic computer skills	17	3	6	74
On-call technical assistance	40	23	5	32
On-site observations	25	10	2	64
Videotapes of teachers at demonstration sites	24	28	0	48
Training in integrating computers with content area(s)	20	12	2	66

Checklists of desired behaviors	22	14	6	58
Other	12	1		87

Activities are ordered by "very effective" ratings.
*Less than 1 percent.
Source: Item C7 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Materials developed included training manuals and curricula. The use of technology in the instruction of LEP students was a significant feature of several of the Academic Excellence projects. Project directors also found conference presentations and one-on-one contacts to be the most effective avenues for spreading the word about their exemplary bilingual programs. Some grantees concentrated their energies on schools and districts within their home states while other grantees cast their nets more broadly by advertising their projects nationwide.

School site staff—namely principals and teachers—were the major voices in the decisions to adopt the Academic Excellence Program models. In almost all cases, preconditions were set and formalized by the signing of adoption agreements. However, these arrangements were viewed more informally by the adoption site staff than they were reported by the grantees. Modifications to the adopted programs ranged from simple adaptations of the vocabularies or story settings to the local adoption site contexts to actually changing the conditions set for adoption. This usually involved changing the ratio of students to computers or reducing the amount of student interaction time with the project because of the lack of resources.

Most project staff provided a short initial training period that was followed by ongoing assistance or monitoring. Projects varied in the intensity of assistance given to adoptees. This was sometimes dependent on the design of the project and at other times dependent on the proximity of the grantees to their adoptees. We discuss the impact of varying degrees of assistance in the next chapter.

And finally, a common theme among the Academic Excellence Program grantees was that they were in the process of learning to disseminate. For the most part, the grantees administering these projects were not primarily program disseminators. They were educators who, because of their concern about the lack of achievement among LEP students, subsequently developed programs to address this problem. They derived satisfaction from seeing their ideas for improving education for LEP students being spread to populations beyond their school or home district. As mentioned in the previous chapter, the Academic Excellence grantees received professional advice on dissemination from national experts and federal disseminators at OBEMLA and NDN. A lot of learning has come in the form of on-the-job training. One grantee commented on this during our interview: "It's taken us a long time to learn to be disseminators. We are only now functioning the way Title VII would have us to function. To learn takes at least 3 years." She also learned a lot about marketing. "You have to learn how to market. In different states, there are different vocabularies and conceptions and categories of LEP.... We learned to market by give-away [such as newsletters] to teachers.... The materials must look attractive, professional, and have a strong research basis. We have learned how to present training materials. I'm learning even how to get on the agenda at conferences by posing a significant question and then answering it in the papers I submit." During our interviews, each grantee shared the lessons s/he has learned in the midst of disseminating their bilingual projects.

IV. IMPACT OF THE ACADEMIC EXCELLENCE PROGRAM

The Academic Excellence Program seeks to disseminate bilingual education programs that have proven effective in their original sites. The goal is to encourage schools and teachers serving limited-English speaking populations to adopt more successful practices and so to improve student performance. In this section, we ask whether these goals have been accomplished: (1) have schools adopted these model programs; (2) have these schools improved their educational practice as a result; (3) and have students benefited? In general, we rely on grantee and adoption sites' self-reports to gauge these outcomes.

Spreading the Word: Getting Schools to Adopt Model Programs

The immediate goal of AEP is to disseminate effective practices. As we discussed in the first chapter of this report, each of the nine projects we studied successfully attracted schools in other locations to adopt their projects. Overall, we estimate that 147 schools have adopted AEP-identified projects. Moreover, the projects have spread from the original six states and Puerto Rico to an additional ten states. It is possible that other schools beyond these 147 have taken on some of the practices of the models through informal contact with the adoption sites. One administrator noted, "Next year we will have more applications for adoptions because one [adoption] acts like a beacon on a hill, attracting others." However, we have no direct data to address the spread of the projects beyond those sites that have signed formal adoption agreements.

There are striking differences across model programs in the number of adoption sites (see Table 15). While some grantees have reached out to barely more than a handful of adoption sites, others serve dozens of schools. In large part, this variation reflects differences in the complexity of the projects and the dissemination strategies employed by the projec ff. For example, the CELL project has nearly two dozen adoption sites, a relatively large number. The adoption of the CELL model, however, is not overly complicated. CELL is meant to be a supplement to the normal curricula, not a replacement.

The program involves a prepackaged and uniform piece of software designed to be used for 20 minutes per day. And almost all training of adoption site personnel can be successfully accomplished off-site. Finally, CELL staff have found that adoption site personnel typically do not need significant follow-up assistance.

In contrast, the Tradition and Technology project (TNT) serves significantly fewer sites. This program is much more comprehensive and involves the development of adoption-site specific curricula as well as the innovative use of computer and videodisc technology. To help adoption sites develop their own curricula relevant to the language-minority population with whom they work, TNT staff have to spend a great deal of time on-site, working directly with not only adoption site staff but also with community representatives and others.

Table 15

NUMBER OF ADOPTIONS OF THE ACADEMIC EXCELLENCE PROGRAM MODELS

Program	Number of Adoptions
AWP	32
CELL	23
CEMI	16
GOTCHA	34
PAT	6
PIAGET	7
PUENTE	11
SLICE	13
TNT	5
All Projects	147

Note: Number of Adoptions for AWP and GOTCHA are estimated based on responses from a sample of sites collected in Spring 1991.

When we look across all the projects, we can see similar relationships between the number of adoption sites and the type of services provided (Table 16). For example, whereas approximately 38% of the schools working with projects serving fewer than 10 adoption sites reported receiving extensive training (more than 4 days), only 1 in 10 of the schools associated

Table 16

RELATIONSHIP BETWEEN INTENSITY OF SERVICES AND NUMBER OF ADOPTIONS
(Percentages)

Service Provided	Number of Adoptions		
	< 10	10 - 20	> 20
Extensive training (more than 4 days)	38	44	10
On-site observation	69	86	20
Provision of written reports	33	46	41

Source: Items C1 and C6 on the Telephone Survey of the Academic Excellence Adoption Sites.

with grantees serving greater than 20 sites reported receiving such assistance. Moreover, staff in projects serving the highest number of sites spent the least amount of time providing on-site observation of adoption site activities. Rather, these project staff were more likely to depend on written reports to communicate with the adopting schools.

Changing the Practice at the School Site

The purpose of this dissemination effort is to improve the instruction received in schools and classrooms that serve large numbers of limited-English-speaking students. As we have discussed in the previous chapters, adoption of the model programs in local schools always involved some changes in how teachers dealt with LEP students. In some cases, these changes were relatively small (e.g. the introduction of a supplementary computer-based instructional sequence); in others, changes included attempts to alter teachers' attitudes toward students, to increase the capacity and involvement of parents, and to develop new and culturally relevant curricula.

We have no direct measures of the extent to which such changes actually occurred. We did, however, ask respondents in the adoption sites if they had evidence of positive impacts on various aspects of schools and classrooms. As seen in Table 17, self-reported positive impacts vary somewhat depending on the maturity of the adoption. Whereas more than half the adoption sites in the first cycle (1987-90) report positive effects on teachers' ability to meet the needs of LEP students and an improvement in parent-school relations, the proportion of sites reporting such outcomes in the second cycle (1990-93) is much lower (27% to 39%). These patterns make sense, as it takes time for projects to affect teachers' and parents' behavior and skills. In contrast, second cycle projects were slightly more likely to report having adopted appropriate new curricula, decisions about which can be made fairly quickly.

Strikingly, in the majority of cases, adoption sites had no evidence one way or the other of impact on teachers, parents, and curricula. This pattern holds most true for the Cycle 2 projects, which were just getting under way. Yet, a large number of Cycle 1 projects also reported no evidence of program impact. We will return to discuss this issue when we review our data on the effects of projects on students in the following section.

Table 17

IMPACT ON SCHOOL SITES BY MATURITY OF ADOPTION SITES (Percentages)

Reported Outcomes	Positive Impact	Negative Impact	No Evidence
Ability of teachers to meet students' needs			
Cycle 1	54	--	46
Cycle 2	39	--	61
Parent-school relations			
Cycle 1	57	--	43
Cycle 2	27	2	71
Adoption of new curricula			
Cycle 1	21	--	79
Cycle 2	28	--	72

Cycle 1 (1987-1990) consists of 58 adoption sites, comprising 52% of the survey sample. Cycle 2 (1990-1993) consists of 34 adoption sites, comprising 48% of the survey sample. Some figures do not add up to 100 because of rounding.
Source: Items A10 and D4 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

We turn now to the relationship between the number of adoptions served by a model project and the reported impact on schools. Do projects working with fewer schools have more positive impact on adoption sites than those projects working with large numbers of sites? In Table 19, we attempt to address this question. We place grantees into three categories: those with less than 10 adoption sites, those with 10 to 20 adoptions, and those with greater than 20. We then note the percentage of adoption sites associated with grantees in each category that reported positive school-level impacts.

These data show that for both cycles and for each of three school-level impacts, schools associated with grantees serving 20 or more adoption sites were the least likely to report positive project impacts. The pattern is more mixed for those serving very few adoption sites (less than 10) and for those serving between 10 and 20 adoption sites.

Although these data do not point to a simple linear association between number of adoptions and reported positive impact, they do suggest that there may be some effective dissemination activities that are difficult to carry out for staff in projects working with a

Table 18

IMPACT ON SCHOOL SITES BY NUMBER OF ADOPTION SITES

	Cycle 1			Cycle 2		
Reported Outcomes	**< 10**	**10-20**	**> 20**	**< 10**	**10-20**	**> 20**
Ability of teachers to meet students' needs	73	74	31	36	50	37
Parent-school relations	86	70	37	100	25	21
Adoption of new curricula	40	26	9	36	50	24

Cycle 1 (1987-1990) consists of 58 adoption sites, comprising 52% of the survey sample.
Cycle 2 (1990-1993) consists of 34 adoption sites, comprising 48% of the survey sample. Some figures do not add up to 100 because of rounding.
Source: Items A10 and D4 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

large number of adoptions. To examine this possibility, we looked at specific dissemination activities in relation to adoption sites' reported outcomes. We found the strongest association between outcomes and the extent to which project staff directly observe the adoption of their model at participating sites. As Table 19 shows, respondents in adoption sites in which project staff had personally visited to observe the adoption process were

much more likely to report positive effects on teachers, parent-school relations, and on the adoption of new curricula. These data suggest that the key factor is not the absolute number of adoptions, but rather the ability of project staff to work directly with adoption site staff to assist them in the process of implementing new approaches to bilingual education.

Table 19

IMPACT ON ADOPTING SCHOOLS BY WHETHER MODEL PROGRAM STAFF CARRIED OUT ON-SITE OBSERVATIONS
(Percentage of schools reporting positive impact)

Reported Outcomes	Project Staff Observed On Site	Project Staff Did Not Observe On Site
Ability of teachers to meet students' needs	76	27
Improved parent-school relations	74	26
Adoption of new curricula	50	10

Source: Item D4 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Improving Student Outcomes

The ultimate purpose of the Academic Excellence Program is to improve outcomes for the targeted student population. A large number of schools adopting model programs means little if students are not enjoying better academic, behavioral, and social outcomes. Similarly, improvements in staff capacity and attitudes or in relations between parents and schools are irrelevant if not followed by improved student outcomes.

Again, the nature of this study requires that we rely on adoption sites' self-report of impact on students. When we look directly at student proficiency in terms of tested achievement and written and oral fluency, approximately two-thirds (62% to 70%) of

Table 20

IMPACT ON STUDENTS BY MATURITY OF ADOPTION SITES
(Percentages)

Reported Outcomes	Positive Impacts	Negative Impacts	No Evidence
Achievement on standardized tests			
Cycle 1	70	--	30
Cycle 2	22	--	78
Oral language fluency			
Cycle 1	63	--	37
Cycle 2	44	--	56
Written language fluency			
Cycle 1	62	--	38
Cycle 2	27	--	73
Student self-esteem			
Cycle 1	60	--	40
Cycle 2	56	--	44
Attendance rates			
Cycle 1	33	--	67
Cycle 2	21	--	79

Cycle 1 (1987-1990) consists of 58 adoption sites, comprising 52% of the survey sample.
Cycle 2 (1990-1993) consists of 34 adoption sites, comprising 48% of the survey sample. Some figures do not add up to 100 because of rounding.
Source: Items A10 and D4 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Cycle 1 projects report that the adoption of the Academic Excellence project had positive impact on students (Table 20). Not surprisingly, the proportion of Cycle 2 projects reporting positive impacts on student proficiency is considerably lower (from 22% to 44%).

It must be kept in mind that these projects had just begun in 1990. Interestingly, there is less of a difference between projects in the two cycles in regard to reported effects on student self-esteem (56% vs. 60%).

As in the case of school-level impact, we are struck by the number of sites that have no evidence of impact, one way or the other, on students of having adopted the project. Even in the case of direct effects on student proficiency, about one-third (30% to 38%) of the projects that have been involved since 1987 have no data.

Table 21

IMPACT ON STUDENTS BY NUMBER OF ADOPTION SITES

	Cycle 1			Cycle 2		
Reported Outcomes	**< 10**	**10-20**	**> 20**	**< 10**	**10-20**	**> 20**
Achievement on standardized tests	60	59	82	36	25	21
Oral language fluency	73	74	52	36	0	52
Written language fluency	25	59	76	0	0	33
Student self-esteem	66	88	40	36	25	19
Attendance rates	73	33	19	36	25	19

Cycle 1 (1987-1990) consists of 58 adoption sites, comprising 52% of the survey sample.
Cycle 2 (1990-1993) consists of 34 adoption sites, comprising 48% of the survey sample. Some figures do not add up to 100 because of rounding.
Source: Items A10 and D4 on the Telephone Survey of the Academic Excellence Program Adoption Sites

Table 22

IMPACT ON STUDENTS BY WHETHER MODEL PROGRAM STAFF CARRIED OUT ON-SITE OBSERVATIONS
(Percentage of schools reporting positive impact)

Reported Outcomes	Project Staff Observed On Site	Project Staff Did Not Observe On Site
Achievement on standardized tests	68	42
Oral language fluency	69	38
Written language fluency	50	43
Student self-esteem	79	46
Attendance rates	50	11

Source: Item D4 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Ultimately, we would hope that the student-level effects in the adoption sites would not only be measured, but would be compared to the results in the grantee's original program; yet only 14% of the adoption sites have tried to compare their outcome data with that of the grantees. A coordinator of the project at one of the adoption sites pointed to one of the many problems inherent in assessing the effects of the projects: "We've been working on collecting evaluation data, but with little success. For example, none of the writing samples [to be used in the evaluation of the adoption site] have been sent back to me [from the project staff]."

When we examine the relationship between the number of adoption sites project staff work with and self-reported student outcomes (see Table 21), we find a much more mixed

pattern than we found in our earlier discussion of school-level effects (refer to Table 18). In fact, in terms of positive effects on student outcomes, the data presented in Table 21 suggest that there is no consistent relationship between the number of adoption sites and the propensity of those sites to report positive effects on students.

When we look more specifically at whether model program staff provided on-site observation assistance, the relationship discussed in the previous section on school effects reappears. That is, respondents in adoption sites that were visited and observed directly by project staff were more likely to report a host of positive student-level impacts (Table 22). These data further underscore the apparent importance of direct relationships between project and adoption site staffs.

A Note on Cost Analysis

Academic Excellence projects are typically funded on a three year grant cycle. After successfully competing for their first year award, second and third year awards are approved on the basis of satisfactory progress in carrying out the approved activities. Project activities, on the other hand, vary significantly from year to year. In the first year, for example, staff of the typical project might devote 50 percent of their time to planning, 25 percent to marketing, 15 percent to training adoption site staff, and 10 percent to monitoring and evaluating the progress of the adopted project. By the third year, project staff typically devote 10 percent of their time to planning, 15 percent to marketing, 35 percent to training, and 40 percent to monitoring and evaluation. As such, most adoptions occur during the second and third years of the grant period.

It is also important to note the costs of these projects to the Federal Government in relation to the total number of reported adoptions. The costs of these projects were divided by the total number of adoptions cited during the reporting period. The range of costs per adoption varies from a low of $17,000 to a high of $91,000. However, it is essential to interpret this range in the context of the individual projects studied. For example, based on the number of adoptions reported for the Alaska Writing Project (AWP), the estimated cost per site is $17,000. AWP is a computer-supported English writing curriculum for LEP students in grades 4-12. The project combines instructional technology with the principles

of effective writing and makes extensive use of the results of related linguistic research on learning to write. Furthermore, the AWP project provides adopting schools with devlopped software, consultation, staff training, and follow-up technical assistance. Normally, teams of four school staff are trained on-site, with additional training provided over two years. Project Tradition and Technology (TNT) on the other hand, represents the high end of the cost-per-adoption-site range. TNT is a K-8 school-wide program consisting of three integrated components: a cultural and environmental curriculum, literacy development strategies, and interactive use of the latest computer, video and laser instructional technologies. Each adopting school receives approximately 38 full days of training and technical assistance for administrators, teachers, and community personnel. Finally, the project is committed to assisting rural American Indian communities in their efforts to improve school-wide programs for their students.

The cost of Academic Excellence projects to adopting schools is a different but equally important issue. Given the range of school improvement services funded by the Federal Government through the Academic Excellence program, the costs to the adopting school appear to be minimal. While the researchers did not collect data on the implementation costs of the adopting schools, cost information is available for two Academic Excellence projects from another source. Both of the projects successfully applied for validation from the Department's Program Effectiveness Panel. In its application to the National Diffusion Network in the Office of Educational Research and Improvement (OERI), Project PIAGET staff stated that, "Implementing and operating Project PIAGET is cost effective and in line with traditional preschool/kindergarten bilingual programs..." The average cost for both classroom and home components of PIAGET was estimated at $1,322 per student for start-up costs. Lower costs were reported for subsequent school years. In the case of the CELL Project, which emphasizes use of computer technology, the cost was $21 to $41 per student during the start-up year and $2 per student in subsequent years. Thus, over time, project costs to adoption schools can be expected to decrease.

Summary

In this chapter, we have examined the impact of the Academic Excellence Program. We concluded, first, that the program has clearly been successful in promoting the adoption of bilingual education practices that have proven successful in the grantee sites. We estimate that nearly 150 schools have adopted Academic Excellence model programs, reaching some 16 states across the nation as well as Puerto Rico and serving a number of language minority groups.

At the same time, we underscored the variability across grantees in the number of adoptions, ranging from a handful to a few dozen. This variation reflects differences in the complexity of models as well as differing dissemination approaches on the part of project staff. Next, we examined the impact of the program on the adoption sites, in terms of effects on schools and classrooms and on a series of student outcomes. Not surprisingly, for both categories of outcome, we found that adoption sites that had been involved with the grantees for a longer period of time were more likely to report positive impacts than were adoption sites that had just begun to adopt the program in the last year or two.

Overall, adoption sites report positive impacts from having been involved with the projects--for example, 7 out of 10 adoption sites involved since 1987 report positive effects on student achievement. Yet, many sites appear to have no outcome data with which to judge the progress of their adoptions.

Finally, we examined the relationship between number of adoptions and reported outcomes--are adoption sites working with a project that services relatively few sites more likely to report positive outcomes than their counterparts that work with projects serving large numbers of sites? We found that the number of adoptions by itself is not the key factor. Rather, our data suggest that the ability of project staff to directly observe adoption site personnel in action and offer on-the-spot advice is the best predictor of reported positive outcomes.

A first hand view of what works is often a key to effective dissemination of best practice. The Academic Excellence program requires grantee programs to maintain a model site for visitors and knowledgeable education staff at that site to assist interested educators

in selecting and effectively implementing model programs. Since dissemination over a wide geographical area can make extensive staff visits costly and impractical, many sites have emphasized dissemination within the district and the surrounding area to maximize opportunities for direct observation and sustained support.

In practice, many Academic Excellence model sites are heavily used for demonstration and training. Most program adoptions under this program include visits to the model program site. Typically, visits occur during the initial phase when schools are considering adopting a program. For schools adopting a program, the implementation process typically includes training and mentoring of teachers, followup technical assistance and other sustained contact with the originating site while the program is implemented.

V. CONCLUSIONS

In this document, we have examined the processes by which the Academic Excellence Program grantees have disseminated their models of exemplary bilingual education practice. The nine models of bilingual instruction vary in the types of bilingual education they offer, the language populations they serve, and the comprehensiveness of the academic and social programs they offer. Several of the projects have provided LEP students the opportunities to interact with technology. Some projects have explicitly incorporated aspects of students' cultures into their curricula.

In the second chapter, we charted the two-tiered nomination and award process (state and federal validation) that applicants underwent to receive federal funding to disseminate the programs they had developed. Chapter III focused on adoption site characteristics and both the grantees' and adoptees' experiences in implementing the Academic Excellence projects. And in Chapter IV, we examined the impact of the Academic Excellence Program in terms of the spread of the projects, the improvement in teacher attitudes towards LEP students, the increased involvement of parents, the development of new curricula better tailored to students' cultures, and the improvement of student outcomes. In this chapter, we take a final look at the Academic Excellence Program's model of dissemination. In doing so, we discuss some of the program's strengths and weaknesses as well as its utility as a federal dissemination strategy.

The Academic Excellence Dissemination Model

The AEP embodies an explicit strategy for dissemination that addresses what funded projects need to do to ensure the successful adoption of model practices. In this section, we analyze this strategy, looking at the three stages of advanced activity, ongoing assistance, and evaluation.

Preparing for Dissemination: The Importance of Advance Activity

The structure and sequence of the Academic Excellence Program application process

prepared grantees well for dissemination. The multi-level application process required by the Academic Excellence Program pushed program staff to clarify their goals and organize their methods for achieving those goals. The first step was the state nomination process as reported in Chapter II. The rigor of the processes across the six states involved in nominating the nine original programs varied greatly. Yet, all applicants were required to submit arguments for the educational significance and impact of their programs. The second step faced by applicants was the federal review process. The Title VII regulations to which applicants for the Academic Excellence grant had to adhere ensured that the grantee clearly defined the program and explicitly delineated the roles and responsibilities of adoption site personnel.

Grantees' clear articulation of their projects' goals and careful explanation of expectations, roles, and responsibilities helped to ensure that adoption site personnel began with accurate conceptions of the program to be implemented. One project disseminator discussed instances where difficulties arose because potential adopters held different philosophies about bilingual education or sought to adopt the program for other motives. In one case, the adopters made it clear that they believed in English-only for everyone, but were under political pressure to institute a bilingual education program. "Their whole philosophy was English-only. What a mistake that was. The principal was not involved—by his choice. They were trying to resolve equity issues, not really wanting to change their program. They liked what they were doing even though the results were miserable." These adoptions were eventually closed. When the goals of the Academic Excellence Program did not mesh with the goals and beliefs of potential adoptees, the success of the adoption was jeopardized. This happened in two of PUENTE's first cycle adoptions. What was being implemented began to bear very little resemblance to what had been conceived by the program developer. These two sites were closed by mutual agreement.

The Academic Excellence Program also earmarked funds for dissemination activities. This enabled the original programs of instruction to continue to function with adequate resources as the grantees undertook dissemination using federal funds. In most cases, the original programs became demonstration sites visited by those considering adoption. The

Academic Excellence Program grants were used for salaries of project staff, for copying and distributing developed curriculum materials and project communications such as newsletters, and for videos, equipment, training sessions, and travel. Project directors were able to focus on dissemination without diverting their energies to fundraising efforts.

Finally, the availability of funds gave grantee staff time to solicit the input of adoption site personnel who would be most directly affected. Such steps increased buy-in, an essential component in users' perceived satisfaction with the adoption. Several respondents at both the grantee and adoptee levels agreed with the statement made by the AWP director: "The less people you have on site, the more vulnerable you are to changeover." In addition, grantees of several programs shared that obtaining the principal's support, even to the point of requiring the principal's attendance at the initial training sessions—help to facilitate the implementation process. This consensus is tempered, however, by the experience of TNT staff who have found merit in making teacher participation in the adoption **voluntary** where possible. During their first cycle, they involved all teachers at the adoption sites. "We found out it was too much." The program evaluator suggested that they work with teachers who were sold on the program and they have discovered that working with those "who show some promise" has been good advertisement. Other teachers at the site begin to show interest and want to participate.

Getting and Keeping the Program Moving: Providing Ongoing Assistance

Once sites had agreed to adopt the models, staff underwent initial training activities. Training sessions ranged in length of time from 1 day to 5 days, with a few sites engaging in training for more than 5 days. There seemed to be an optimal period of 3 to 4 days for initial training. Greater variation occurred in the length of the ongoing assistance and monitoring activities provided by the project staff. In some ways, this variation is justified because the requirements for "planting" the projects varied. Two of the four projects designed to supplement the regular curriculum (CELL and GOTCHA) provided little on-site assistance beyond initial training. The lines blurred between PAT's initial training and its ongoing support. Sites reported weekly or biweekly meetings for parents (the project's targeted population) for an entire semester. Project CEMI staff also provided significant

on-site assistance even though it was also a supplemental program. In all but one case (SLICE), programs that were integrated into the regular school curriculum provided on-site assistance (AWP, PIAGET, PUENTE, and TNT).

The Academic Excellence Program adoption sites did experience difficulty in one area of support—receiving materials. This was especially true of projects that involved the use of computer technology. In the AWP program, adoptee satisfaction could be tied directly to whether or not they had the appropriate software version of the curriculum available to them. One of the lessons being learned by AWP grantee staff has been learned by some of the other grantees: Don't put the cart before the horse. The AWP software was originally available for the Apple IIe, and then for the Macintosh. While grantee staff were working on an IBM version of the AWP curriculum, they began training adoption site personnel who anticipated receipt of the IBM software. As a result, at the time of our survey, some adoptees had no program in place. In the CEMI program, one site did not have computers despite the fact that this was supposedly a precondition for adoption. Arrangements were made with the University of Turabo in Puerto Rico, which granted students weekend access to its computer facilities. In other programs, the number of computers could not keep pace with student demand. As the success of the program drew more students, the problem escalated. In some instances, adoptees have responded by decreasing the amount of time allotted to each student at the computer in an effort to accommodate more students. Such action, while understandable, threatens the fidelity and eventual success of an adoption.

Overall, however, we found a high degree of adoptee satisfaction with the effectiveness of the various stages of program implementation. Only 3 percent of all site personnel responded that they were "not at all" satisfied. Slightly more (14 percent) responded that they were "moderately" satisfied. Forty-two percent (42 percent) were "very" satisfied and 41 percent of those surveyed told us that, overall, they were "extremely" satisfied with the Academic Excellence Program they had adopted. We did note some significant differences at the high end of the scale between the Cycle 1 and Cycle 2 sites—the longer sites are involved, the more satisfied clients seem to be.

Table 23

OVERALL SATISFACTION WITH THE ADOPTED ACADEMIC EXCELLENCE PROGRAM

(Percentages)

	All	Cycle 1	Cycle 2
Not at all satisfied	3	1	6
Moderately satisfied	14	7	22
Very satisfied	42	40	44
Extremely satisfied	41	52	28

Source: Item E5 on the Telephone Survey of the Academic Excellence Program Adoption Sites.

Our interview data suggest that this satisfaction is partly the result of the opportunity to work with people who have achieved a great deal of credibility and respect within their bilingual communities. The reputations of the directors have served to advertise the programs. One adoption site respondent informed us, "Certainly if you work on reservations, you know [grantee's name]." Another respondent told us she was "thrilled" at being approached by the project director about a possible adoption. These directors have earned high regard because of their devotion to the cause of bilingual education and the expertise they have gained by working in the field, often long before the advent of the Academic Excellence Program. They know the instructional issues and they know the students and their cultures. At the same time, as we discussed in the previous chapter, respondents' satisfaction can be tied to their perceptions of the projects' positive impacts on students, teachers, and parents. Cycle 1 adoption sites can make a stronger case for project success by virtue of having been in place longer and having had more time to collect outcome data.

Building for the Future: Planning Evaluation in Advance

The Academic Excellence Program application process has been set up in such a way as to encourage program directors to think clearly about their evaluation strategies. Grantees had to submit an evaluation component of their dissemination plan as part of their application package. They were not only required to show evidence for their claims that the original programs were effective, but also needed to describe **how** they would assess the impact of the programs at the adoption sites. In this way, the Academic Excellence projects demonstrated that they had developed a strategy in advance for evaluating their outcomes. Project staff had initial ideas about the outcomes they would document and the instruments they would use.

Yet, the evaluation phase of the Academic Excellence Program was problematic for several reasons. Even when the activities for evaluation had been planned in advance, training and implementation took time. Some of the adoptions were under way for some time without any hard data on program outcomes yet available. Program evaluation is often the last activity in which grantees and adoptees engage. The overall poor tracking of outcomes at the adoption sites represents perhaps the major weakness of the Academic Excellence Program. As we have shown by our analyses of Cycle 1 and Cycle 2 sites, more evidence for positive program impact exists for the more mature adoptions. However, even among the more mature Cycle 1 adoptions, a surprisingly large percentage of adoption site respondents had no evidence of impact on project outcomes (ranging from 30 percent to 67 percent, depending on the particular outcome). Grantees had outcome data to present to OBEMLA for their applications to the Academic Excellence Program. However, assessments of the outcomes at the adoption sites were often conducted by outside or independent evaluators and the results were not immediately accessible to the survey respondents. This occurred in five cases—AWP, CELL, PAT, SLICE, and TNT. In the remaining projects (CEMI, GOTCHA, PIAGET, and PUENTE), the grantees themselves collected and evaluated data from their adoption sites. However, even in this case, adoptees in only two of these projects—CEMI and PIAGET—had clear and accessible evidence for the progress of their adoptions.

In addition, the outcome data we collected from adoption sites were self-reported rather

than of the same stringent quantitative nature of the data that the original program staff had to submit to the Academic Excellence Program staff at OBEMLA as evidence for their claims of effectiveness. And from the reports we received from adoptees, it is doubtful that the majority of them are prepared to provide such evidence. To date, only a few of the adoption sites have compared their outcome data with that of their grantees. This small percentage includes the PIAGET adoptees, whose results "compare favorably with grantee data." More effort needs to be expended to put systems in place to gather the outcome data desired. And for those sites with the rudiments in place, more effort needs to be directed toward actually collecting and **using** that data for program improvement as well as for disseminating lessons learned to the rest of the bilingual education community.

The Academic Excellence Program as a Federal Strategy

Is the Academic Excellence Program an effective and reasonable strategy for promoting the adoption of more effective bilingual education practices? Certainly, the data from this evaluation suggest that the program has met its basic goals. AEP was able to locate, identify, and fund a set of effective model programs. Looking at the original set of funded programs, this effort resulted in nearly 150 schools adopting new and effective bilingual education practices. Once these adoptions are in place for a few years, school staff report positive impact on students, curricula, and teachers.

While these results underscore the program's strengths, we also uncovered a number of potential weaknesses, however. First, we found wide variation in the structure and criteria states use to nominate potential AEP applicants. As a result, applications have undergone significantly different review processes. We can find no strong justification for this variation and suggest that AEP either: (1) provide technical assistance to the states (as we understand they have already begun to do) or (2) drop the state validation process.

Second, grantees could use even more assistance in determining effective dissemination strategies. There is considerable variation across grantees on choosing dissemination methods as well as a variation in the results of their strategies. The Academic Excellence Program was designed to encourage diversity in dissemination. However, while such differences often reflect differences in the model programs themselves, our findings also

suggest that some dissemination strategies may be more effective than others. Adoptees receiving on-site observation and assistance for example, reported higher satisfaction. These findings must be interpreted with caution as they rely on adoptees' self-report of outcomes. Overall, however, we believe that more attention should be paid to finding out and communicating what works best to disseminate effective bilingual education practice. This argument gains strength in light of the fact that the per-adoption costs vary considerably depending on the dissemination strategy chosen. Such an effort would likely require on-site case studies of various projects followed by larger scale surveys.

Third, grantees and adoptees alike need more assistance and need to pay more attention to evaluation. Although AEP requires that grantees have evaluation plans and all grantees formally require that adoption sites collect and report data, we found that many sites simply did not have the data available. Evaluation is a difficult enterprise and the situation is not likely to improve in the absence of additional technical assistance.

Overall, then, we conclude, first, that the Academic Excellence Program has succeeded in encouraging the adoption of effective bilingual education practice and that it could be strengthened by focusing on and providing assistance in the areas of initial validation, effective dissemination practice, and evaluation. Is the AEP even necessary given the existence of the National Diffusion Network (NDN) and the Program Effectiveness Panel (PEP)?

The answer to this question is beyond the scope of this study, as we did not set out to compare and contrast the two federal efforts for identifying and disseminating effective practice. We can, however, point to two crucial differences between the programs. Unlike NDN, AEP focuses exclusively on bilingual education. When AEP began, few bilingual education programs had been validated through NDN, and consequently few bilingual programs were in a position to share their success as "exemplary programs" with other schools and districts. AEP has succeeded in bringing a substantial number of bilingual programs to the forefront. We note that two AEP-grantees (CELL and PIAGET) have since received PEP validation.

Second, the central component of AEP is funding for dissemination. AEP provides considerable resources for training and technical assistance and ensures that grantees receive

funding for 3 years to support ongoing outreach and assistance efforts. Although some PEP sites receive dissemination funds from the National Diffusion Network or other sources, this support is not a basic feature of the PEP process.

Third, AEP provided the impetus to SEAs to identify effective bilingual educational programs and practices, playing a key role and filling what many saw as an important gap in the national identification and dissemination of effective practice in a key area of education. At the time of this report, NDN and AEP staff were engaged in a number of joint activities (e.g., AEP grantees attend NDN conferences). Although the data from this study do not allow us to make specific recommendations about the appropriate relationship between these two federal efforts, we find this coordination encouraging. We also believe that the need for the identification and dissemination of effective bilingual education practices will continue to be a need that AEP has proven its ability to meet.

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GLOSSARY OF TERMS

Academic Excellence: A discretionary program of financial assistance for model programs and practices of bilingual education with an established record of providing excellent instruction to facilitate the dissemination of these effective bilingual practices. Currently, the Academic Excellence Program consists of 19 projects.

Adoptee/Adoption Site: School and district staff in new settings that hear about the Academic Excellence Program and make the decision that it can serve the needs of their LEP students undergo a usually formal process to implement or install the grantee's program.

Demonstration Site: This model site is usually the site at which the instructional program was first developed. Teachers and other education staff who are experienced and knowledgeable about the Academic Excellence Program have developed the practical insights and worked out the "bugs" and now serve as experts to inform potential adoptees when they visit and observe.

Grantee: This term refers to the legal entity to which a grant is awarded and which is accouuntable to the federal government for the use of the funds provided.

Program: This term refers to the original program that underwent state nomination in order to become an eligible applicant for the Academic Excellence Program. Other terms used interchangeably throughout this report are model or exemplary program.

Project: This term refers to the grantee's program that is now focused on **dissemination** rather than instructional activities. Once the original program receives the Academic Excellence Program award with the federal funding, the instructional activities are carried on through the demonstration and adoption sites. The project staff (directors, disseminators, trainers) then become engaged in advertising, training, assisting, monitoring and evaluating the adopted programs.

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